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ABSTRACT

This sixth annual report on the performance indicators of California higher education presents background information on the development and recent revision of California's performance indicators for higher education; describes the scope of the current set of indicators, highlighting recent trends; and delineates some recent developments and future plans. The performance indicators are divided into five sections: (1) population (age, racial/ethnic, educational attainment, earnings by level of educational attainment); (2) fiscal context (state general fund appropriations, student fees, student financial assistance, median family income); (3) student preparation (high school graduates by major geographic region, racial/ethnic composition of graduating class, grade point average, achievement); (4) student access (enrollment as first-time freshmen at public colleges and universities, college-going rates, racial/ethnic enrollment, community college transfers, graduate enrollment, transfer students); and (5) student outcomes (five-year persistence rates, number of students served by programs for students with disabilities; baccalaureate, master's, and doctoral degrees awarded.) Among the highlights noted are the recent release of 60 performance measures covering: student access, student success, staff composition, and fiscal conditions. Also noted are appropriations for the Partnership for Excellence program, which is intended to provide documentation of system performance in five defined outcomes in exchange for additional funding. Relevant state statutes are appended. (CH)

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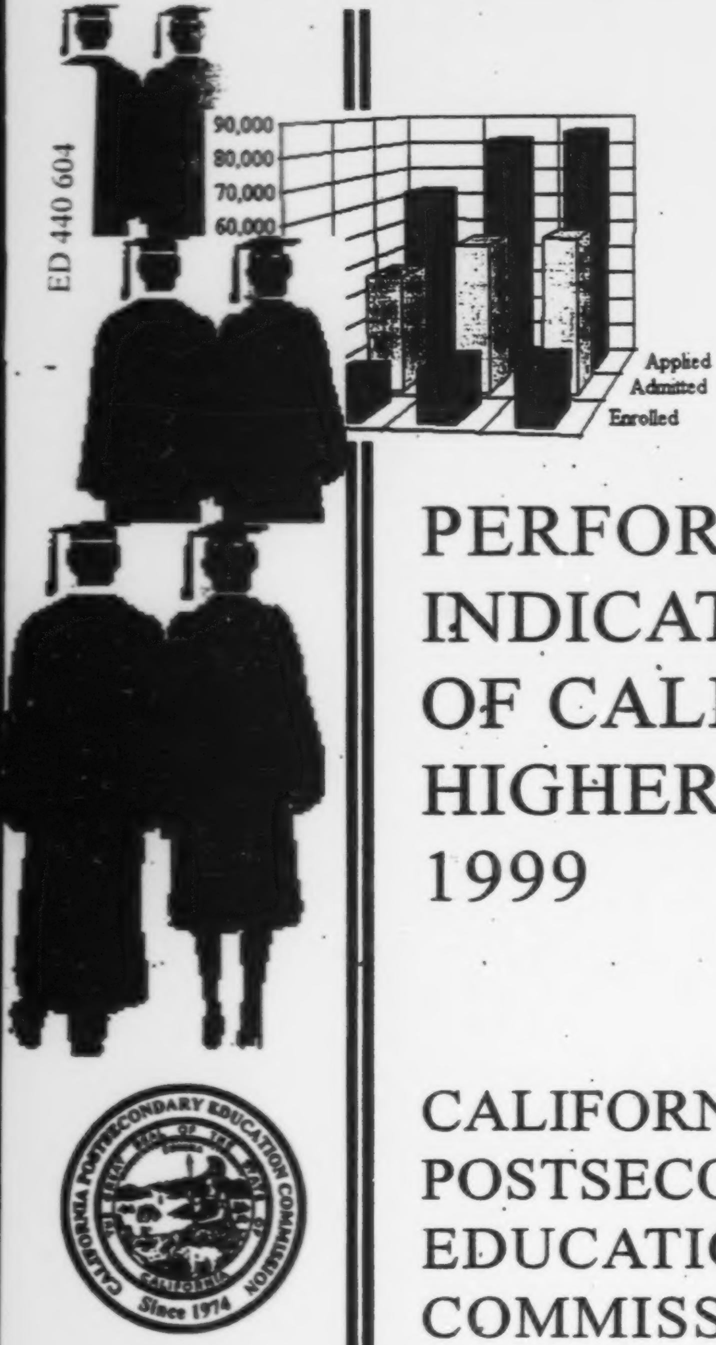

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1999

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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COMMISSION REPORT 00-2

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Summary

This report is the sixth annual report on performance indicators of California higher education prepared by California Postsecondary Education Commission pursuant to Assembly Bill 1808 (Hayden, Chapter 741 of the Statutes of 1991). The report presents background on the development and recent revision of California's performance indicators for higher education, describes the scope of the current set of indicators reported by the Commission, including highlights of recent trends based on current information, and delineates some recent developments, as well as future plans, related to these indicators.

The higher education performance indicators in this report are divided into five categories: Population Context, Fiscal Context, Student Preparation, Student Access, and Student Outcomes.

The Commission reviewed this report at its meeting on February 7, 2000. Questions about the substance of the report may be directed to the Commission staff at (916) 445-7933. Copies of this and other Commission reports may be ordered by e-mail at PublicationRequest@cpec.ca.gov, or by writing the Commission at 1303 J Street, Suite 500, Sacramento, Ca. 95814-2938; or by telephone at the above telephone number. Additionally, many Commission publications, including prior-year versions of this report and a series of Fact Sheets derived from these data, are posted on the Commission Website at www.cpec.ca.gov.

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1999

The Sixth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)

Since 1974

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

COMMISSION REPORT 00-2
PUBLISHED FEBRUARY 2000

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Performance Indicators of California Higher Education, 1999

Introduction

This report is the sixth in a series of reports on performance indicators of California higher education. It presents background on the development, and subsequent revision, of performance indicators in California, describes the scope of the current set of indicators reported by the Commission, and delineates recent developments related to performance indicators for California higher education.

Origins of the report

In 1991, the California Legislature passed and the Governor signed Assembly Bill 1808 (Hayden, Chapter 741 of the Statutes of 1991). This statute declares the intent of the legislation as follows:

> . . . demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money.

The statute directed the California Postsecondary Education Commission to develop an annual report that provides information to the citizens of California on significant indicators of performance of California's colleges and universities. It instructed the Commission to develop the format and content of the report in cooperation with the State's public colleges and universities.

Over a two-year period, the Commission developed a set of performance indicators in response to the legislation with the cooperation of the systems of higher education in California. A number of conditions present during these developmental discussions forced limitation in their scope. The breadth and complexity of California public higher education made the development of measures of performance that were comparable across systems very challenging. California has three unique - but complementary - systems of public higher education. Moreover, educational options beyond high school are further enhanced by a wide array of independent colleges and universities and by private postsecondary and vocational educational opportunities. By force of the Master Plan for Higher Education in California, each public system has its specific missions, goals, and student populations. Further, because of the fiscal constraints experienced by the Commission and the State's public institutions of higher education in the early 1990s, indicators were limited to those measures for which existing data were available and agreement was reached among the systems as to uniform definitions, usefulness, and validity.

In the latter half of the 1990 decade, State support for higher education in California improved. The Commission, recognizing the need to assess the current set of indicators and the possibility of developing new and more appropriate measures, reconvened the intersegmental advisory committee that developed the original set of indicators. This review process occurred in June 1998. This advisory committee reviewed the overall report organization and most of the indicators in the five major categories described below. A special subcommittee of financial aid officers for each system reviewed the indicators pertinent to student financial aid issues. The advisory committee again reviewed the contents of this report in June of 1999. This report and the current set of indicators reflect the recommendations of both the Advisory Committee and its special financial aid subcommittee.

Summary of the indicators

On the recommendation of the advisory committee, the indicators of higher education performance in California continue to be organized into five categories. Committee recommendations that had an impact on indicators in all five sections included augmenting that data with national comparative information, wherever appropriate, and presenting gender comparisons, if such information is available. The following section briefly summarizes the scope of each section and describes major current trends.

Population context

The indicators in this section of the report contain information about the major demographic characteristics of the State's population in comparison to the population of the United States in general. Californians - in their roles as residents and taxpayers - are the major consumers of postsecondary education as well as the major source of its fiscal support. Characteristics and trends with respect to the California population are summarized below:

- The State's population is expected to grow by 10.8 million people, or 31.2 percent over the next two decades.
- This growth will be predominantly among the young - those under 19 years old - and the old - those over 60 years old.
- California has a very diverse population with a larger proportion of its residents who come from other countries than is the case nationally. This diversity is also expected to grow in the coming decades.
- A larger proportion of California's population is fluently bilingual and a larger proportion has limited English proficiency than in the nation as a whole.
- Unemployment rates within California have been steadily falling for the last five years. In 1998, decreases in the average unemployment rate occurred for all groups.
- While the proportion of California's population in 1990 without a high school diploma was similar to the proportion nationally, the proportion with a baccalaureate or higher degree exceeded the national population.

- Higher levels of degree attainment, while not directly tied to the State's postsecondary institutions, do contribute to higher average annual incomes - an indicator of the economic value of education in California.

Fiscal context Shifts in the level and sources of support for public higher education in California continue to be central to many policy discussions. Indicators in this section describe changes in General Fund support for higher education, student fees, student financial assistance, and estimates of revenues for instructional purposes at the State's postsecondary institutions. The indicators on undergraduate financial aid by system, II.E.1-II.E.3, have been redefined to improve consistency and comparability. Where data were available, analyses of the proportions of undergraduates receiving financial assistance have been added to these indicators:

- From 1998-99 to 1999-2000, growth in all State General Fund appropriations of 8.8 percent reflected the continuing improvement in the State's economy.
- While State General Fund support for higher education improved by 7.7 percent, its share of the General Fund decreased to 12.6 percent - far below its 1990-91 level of 14.6 percent.
- Student fee revenues in public higher education decreased by two percent in 1999-2000, attributable to the fact that student fee levels were reduced for that year. For 1999-2000, resident student fees at the two public universities have been reduced five percent and fees were reduced eight percent at the community colleges. Nonresident tuition at all three public systems increased.
- Despite recent stabilization and reduction of resident student fees, the amount of financial assistance received by undergraduates in public higher education continued to grow, although financial aid received by community college undergraduates declined in 1997-98. Growth in loan assistance far outdistanced grant aid increases.
- In 1998-99, the number of available Cal Grants and the number of eligible applicants increased. As a consequence, the ratio of eligible students to available awards returned to its 1996-97 level of 3.1 to 1.
- In 1998-99, the California State University again had the largest increase in the number of undergraduates receiving Cal Grants, while the California Community Colleges had the smallest increase. The number of undergraduates at the University of California and independent colleges and universities receiving Cal Grants also increased substantially in 1998-99.
- To supplement information about the cost of college attendance, average annual living expenses derived from the 1994-95 Student Expenses and Resources Survey (SEARS), conducted by California Student Aid Commission, have been included as an indicator. Living expenses, on the average, are about $5,000 for students living at home, about $8,000 for students living on campus, and about $8,400 for those living off campus. These data have not been updated from the last report due to the absence of a new SEARS survey.

- Comparative information on median family income and average student income by postsecondary educational system, as reported in the SEARS results, provided a context for information on student expenses.
- Average revenues for instructionally-related activities increased in 1998-99 as a result of improving institutional support budgets.

Student preparation for college

Information about changes among California high school students, particularly as they relate to their academic preparation for college, provides an essential context for postsecondary planning and evaluation. The indicators in this section examine changes in the demographic characteristics of the State's high school graduates as well as their college preparatory course-taking and college admission test-taking patterns.

- Students graduating from California high schools continued to increase in number and diversity. Population increases among young people and decreases in attrition rates contributed to this growth. The proportion of these students who had limited proficiency in English rose as well.
- The number and proportion of California high school students preparing for postsecondary education by completing a college preparatory curriculum continued to increase. This trend exists across all regions of the State, across genders, and across all racial-ethnic groups, except for Black public high school graduates in 1998.
- A larger number and proportion of twelfth grade students took Advanced Placement tests, regardless of gender and among most racial-ethnic groups. Black twelfth graders taking Advanced Placement tests declined in 1998.
- A larger number and proportion of California students took college admission tests and their scores, on the average, improved.

While the individual indicators annually presented in this report show an improvement in the preparation of students for postsecondary education, the 1996 Eligibility Study results indicated that the proportion of public high school graduates who completed all of the requirements for admission to the State's public universities decreased between 1990 and 1996 - a period during which the admission requirements for systems increased.

Student access to college

Understanding college participation patterns of students is fundamental to an assessment of postsecondary programs and service delivery. The indicators in this section examine the changing enrollment patterns of entering students at several levels - first-time freshmen, community college transfer students, and graduate students.

- In fall 1998, a larger number of recent high school graduates enrolled at the State's public universities than did in fall 1997, while the number of community college first-time freshmen declined slightly. However, the increase in freshmen did not quite keep pace with growth in the number of graduates. The result was a slightly lower college-going rate in 1998 for California high school graduates attending a public college or university in the state.

- The college-going rate of public high school graduates from all racial-ethnic groups declined in fall 1998, with the exception of White graduates whose participation rate in the State University increased.
- In 1998-99, the number of new transfer students at the State University declined for the third consecutive year while total new transfers to the University increased for the second year in a row. Community college transfers to the California State University declined for the third consecutive year and for the fifth consecutive year at the University of California.
- While the number of community college students applying for transfer to the California State University in 1998 increased, the decline in the enrollment of these students stemmed from lower admission rates that may be due to stricter enforcement of transfer requirements. On the other hand, at the University of California, the number of community college students applying for transfer increased modestly, while the admission rate for these students decreased.
- Graduate enrollments at independent colleges and universities expanded to a much greater extent than in either public university system. While graduate applications to the California State University increased substantially, the admission and enrollment rates decreased. As a consequence, a small increase in graduate enrollments occurred. At the University of California, the number of applicants increased while admission and enrollment rates of graduate students declined, producing a decrease in graduate enrollments.

Student outcomes

The collegiate experiences at independent colleges and universities expanded to a much greater extent than in either public university system. While graduate applications to the California State University increased substantially, the admission and enrollment rates decreased. As a consequence, a small increase in graduate enrollments occurred. At the University of California, the number of applicants increased while admission and enrollment rates of graduate students declined, producing a decrease in graduate enrollments.

- Five-year graduation and persistence rates among regularly admitted freshmen at the State University improved substantially to 60 percent and increased marginally to 74.4 percent at the University. First-year persistence of these students improved at both systems to 81 percent and 92 percent, respectively.
- Five-year graduation and persistence rates among freshmen "admitted by exception" improved to 39 percent at the State University and to 50 percent at the University. The first-year persistence rates for these students increased to 73 percent at the State University and remained constant at 82 percent at the University.
- The three-year graduation and persistence rates of community college transfer students who were regularly admitted to public universities improved to 71 percent at the State University and 76 percent at the University. The first-year persistence rate for these students at the State University increased to 83 percent and to 90.7 percent at the University.

- Among community college transfer students who were "admitted by exception," their three-year graduation and persistence rates at the State University improved slightly to 51.7 percent and to 54.4 percent at the University. The first-year persistence rates for these students at the State University declined slightly to 73.7 percent and increased substantially to 87.5 percent at the University.
- In 1997-98, California Community Colleges posted a two percent increase in the number of Associate of Art degrees and a 20 percent increase in the number of pre-baccalaureate certificates awarded compared to the previous year.
- The number of Bachelors and Masters degrees awarded by the California State University in 1997-98 increased over their levels the previous year, by 2.5 percent at the bachelors level and by 11 percent at the masters level.
- Degrees awarded by the University of California at all levels in 1997-98 changed marginally from the previous year, increasing by 0.2 percent at the masters level and declining by about 0.5 percent at the bachelors and doctoral/professional levels.
- Independent colleges and universities posted substantial increases in baccalaureate, professional and doctoral level degrees awarded in 1997-98. A somewhat smaller increase in Masters degrees was also awarded by these institutions.
- Women continued to increase their representation among the full-time instructional faculty in all educational systems. The racial-ethnic diversity of these faculty also expanded.

Recent developments

As noted in last year's report, the public higher education systems in California have been engaged in a range of activities related to institutional quality and accountability. The advisory committee discussed the current status of student learning outcomes for California higher education.

California Community Colleges

In January 1999, the Chancellor's Office completed and released its 1999 report, *The Effectiveness of California Community Colleges on Selected Performance Measures*. Developed in response to Assembly Bill 1725 (Statutes of 1988), this report includes 60 measures in five accountability areas: Student Access, Student Success, Staff Composition, and Fiscal Conditions. The Student Satisfaction indicators are still under development.

The Chancellor's Office of the California Community Colleges has been substantively involved in a statewide assessment of employment outcomes for students who participate in vocational training programs. While the outcomes of this assessment are unlikely to be available prior to this report's publication, these assessments may become important new indicators in future reports.

Finally, in the 1999-2000 Budget Act, the California Community Colleges received $145 million to continue its "Partnership for Excellence" program, which is intended to provide documentation of system performance in five defined outcome areas in exchange for the additional funding. These funds have been distributed to districts on a per-student basis to improve the performance of students, as measured in a variety of ways. The Board of Governors will adopt outcome measures and goals upon which future performance will be assessed that have been developed by Chancellor's office staff in consultation with district representatives. Beginning with the 2001-02 fiscal year, the Board will consider a staff proposal for contingent funding that will determine if and when "Partnership for Excellence" funds should be allocated based on district performance. This effort holds considerable promise for establishing measures of student learning that might be available in the future to respond more adequately to the original intent of this report's enabling legislation.

California State University

In 1997, the California State University published *The Cornerstone Report* which described the system's comprehensive planning process. This was followed with the 1999 issuance of *Cornerstone Implementation Guidelines* to focus campus efforts to implement the provisions of the Cornerstones Report. The Commission will closely monitor the variety of annual reports to be developed and published as a component of this implementation process that will serve to inform the public regarding the system's performance.

University of California

As mentioned in last year's report, the Office of the President of the University of California is involved in a collaborative activity with its campuses to develop reliable survey instruments that can be used by all campuses to collect the opinions of enrolled students and alumni. This effort seeks to understand better the ways in which undergraduates approach and evaluate their educational experiences. However, these efforts have not yet coalesced into a survey effort with a consistent set of assessment questions to which students on all campuses are asked to respond. The Commission staff will continue to monitor the University's progress in developing its student satisfaction surveys and its other assessment of student learning activities.

The University of California prepares annually two reports related to the issues of improving teaching and learning at its campuses. The first -- *Report on Undergraduate Instruction and Faculty Teaching Activities* -- describes actions taken by campuses to continue to implement instructional improvements at the undergraduate level, delineates faculty workload policies, and describes faculty instructional activities on the campuses. The second report focuses on *Programs to Assist Students to Graduate Within Four Years* and details year-to-year persistence rates and the average time that it takes students to earn undergraduate degrees.

Summary

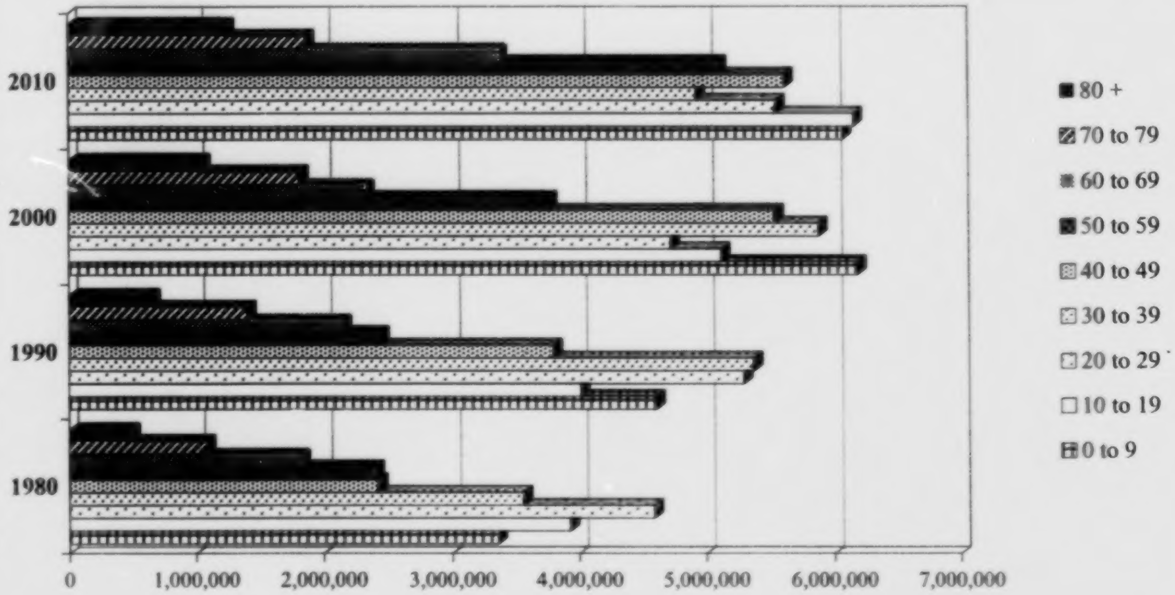
While numerous assessment activities are underway within the State's public higher education institutions, no new measures are currently available that provide consistent information about student learning and student satisfaction across campuses or across systems. The Commission will continue to stress the importance of institutional accountability in achieving "demonstrable improvements in student knowledge, capacities, and skills," as required by the enabling legislation. The Commission continues to believe that such measures are valid and important tools for planning and implementing improvements in public postsecondary education in California.

Section 1

Population Context

A.

Age Composition of California's Population, 1980, 1990, 2000 and 2010 Projected

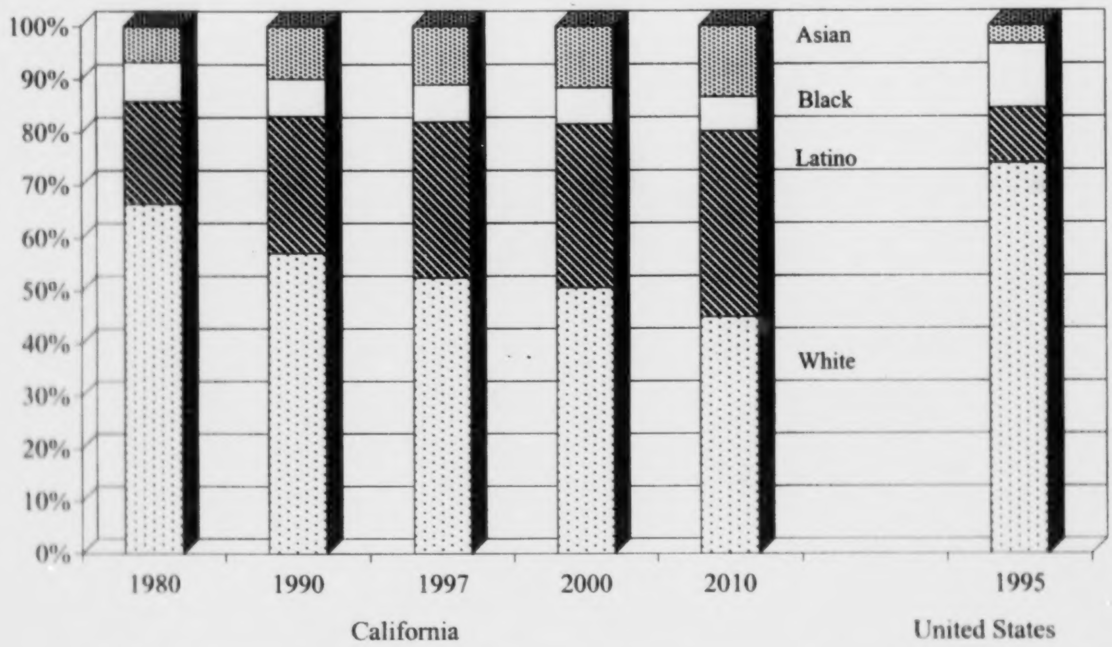


	1980		1990		2000		2010	
Age	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**
0 - 9	3,358,748	14.2	4,608,417	15.5	5,765,034	16.6	6,071,043	15.2
10 -19	3,926,484	16.6	4,015,354	13.5	4,959,176	14.3	6,160,616	15.4
20 - 29	4,588,929	19.4	5,296,851	17.8	4,569,949	13.2	5,554,339	13.9
30 - 39	3,562,495	15.1	5,374,391	18.1	5,597,411	16.2	4,936,071	12.4
40 - 49	2,426,628	10.3	3,800,532	12.8	5,241,843	15.1	5,619,929	14.1
50 - 59	2,397,940	10.1	2,440,575	8.2	3,599,071	10.4	5,105,520	12.8
60 - 69	1,831,675	7.7	2,158,218	7.3	2,236,500	6.5	3,388,171	8.5
70 - 79	1,080,137	4.6	1,405,070	4.7	1,725,019	5.0	1,871,229	4.7
80+	494,866	2.1	660,883	2.2	959,392	2.8	1,250,698	3.1
Total	***23,667,902***		***29,760,291***		***34,653,395***		***39,957,616***	

Definition of Measure:	Composition of California's population by age according to the 1980 and 1990 Census and the Department of Finance Demographic Research Unit population projections for 2000 and 2010.
Use(s) of Measure:	This measure describes the size of the current and future potential service population for California postsecondary education institutions for planning and evaluation purposes.
Related Measures:	Measure I.A.2. on the next page follows the 1990 cohort as it grows older and I.B. describes the changing ethnic composition of California's population from 1980 to 2010.
Comparison Group:	The twenty-year comparison period was chosen as the current planning time frame for postsecondary education.
Analysis:	By 2000, the number of children under nine is expected to increase by 1.2 million. By 2010, these children will potentially begin to place enormous demand on postsecondary education. Over this same period, the number of those over 80 will nearly double, potentially placing enormous demand on the State's health and welfare sector. The baby-bust generation will be the the 20-29 year old in 2000 and the 30-39 year old cohort in 2010, which has enrollment and tax support implications.

B.

Racial/Ethnic Composition of California,1980, 1990, 1997, 2000, and 2010 and United States, 1995



Year	California					United States
	1980	1990	1997	2000	2010	1995
Asian	6.7	9.9	10.9	11.5	13.3	3.4
Black	7.5	7.0	7.0	6.8	6.4	12.0
Hispanic	19.2	25.9	29.3	30.8	34.9	10.3
White	66.6	57.2	52.2	50.3	44.8	73.6

Definition of Measure: Composition of California's population by major racial/ethnic groups according to the 1980 and 1990 U.S. Census and California Demographic Research Unit 1997 population estimates and 1998 projections for 2000 and 2010.

Use(s) of Measure: This measure describes the current and future potential service population by racial/ethnic groups for California postsecondary education institutions for planning and evaluation efforts.

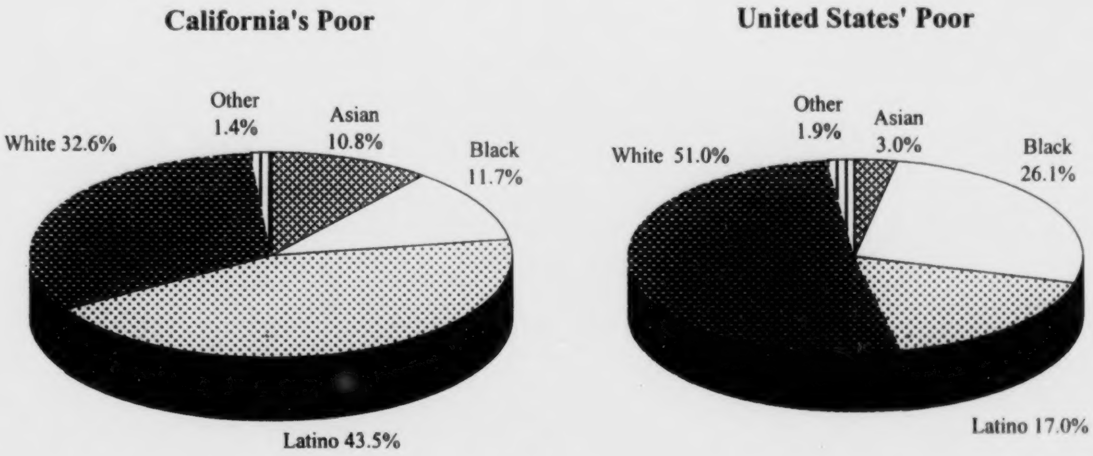
Related Measures: With Measure I.A., it describes the changing demography of California's population.

Comparison Group: Issues related to educational equity are likely to persist over the next twenty-year planning period for postsecondary education.

Analysis: California will become the first mainland state to have a majority non-White population sometime around the turn of this century. California has a much larger representation of Latino and Asian residents and smaller proportions of Black residents and White residents than the nation as a whole. Subsumed within these broad categories are also major population variations in terms of language and cultural heritage.

C.

Racial/Ethnic Composition of the Population Living in Poverty in California and Nationally, 1990

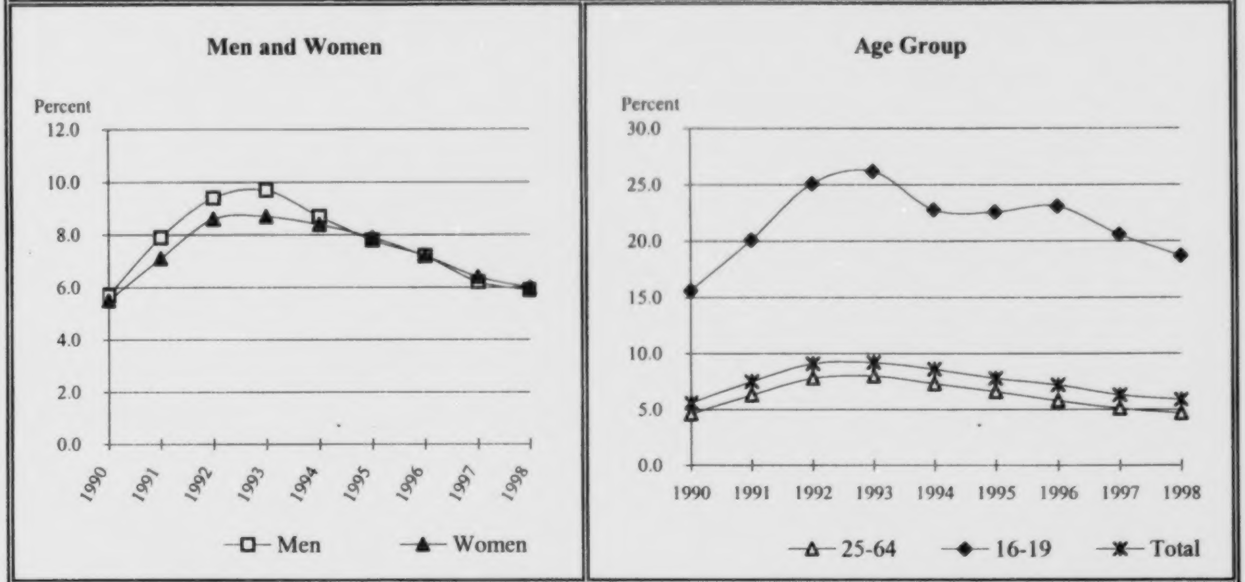


	California		United States	
Racial/ethnic group	Percent of All Poor	Poor as Percent of Each Group	Percent of All Poor	Poor as Percent of Each Group
Asian	10.8	14.1	3.0	13.4
Black	11.7	19.8	26.1	28.3
Latino	43.5	20.5	17.0	24.8
White	32.6	6.8	51.0	10.1
Other	1.4	20.0	1.9	30.3

Definition of Measure:	Racial/ethnic composition of the populations with income levels below the poverty threshhold for their family size in California and in the United States from the 1990 U.S. Census.
Use(s) of Measure:	This measure describes the racial/ethnic composition of that portion of California's and the nation's population that is most likely to be in need of social assistance.
Related Measures:	Measures I.A. and I.B. on the previous pages provides the total population context for this measure.
Comparison Group:	The racial/ethnic composition of the nation's population living in poverty was used as the comparison primarily to highlight the similiarities and differences among these groups.
Analysis:	Socioeconomic status is obviously very skewed by racial/ethnic group and the combination of these characteristics identifies a subpopulation that is currently underrepresented in postsecondary education, and whose basic subsistence needs may compete with postsecondary education for the available public resources.

D.1.

Annual Average Unemployment Rates for the Labor Force by Gender and Age Group, 1990-1998



	Men	Women
1990	5.7	5.5
1991	7.9	7.1
1992	9.4	8.6
1993	9.7	8.7
1994 *	8.7	8.5
1995 *	7.8	7.9
1996 *	7.2	7.2
1997 *	6.2	6.4
1998 *	5.9	6.0

	25-64	16-19	Total
1990	4.6	15.6	5.6
1991	6.3	20.1	7.5
1992	7.8	25.1	9.1
1993	8.0	26.2	9.2
1994 *	7.3	22.8	8.6
1995 *	6.6	22.6	7.8
1996 *	5.8	23.1	7.2
1997 *	5.1	20.6	6.3
1998 *	4.7	18.7	5.9

*Note: Data not comparable to historical data due to Current Population Survey (CPS) redesign for 1994.

Definition of Measure: Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.

Use(s) of Measure: Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.

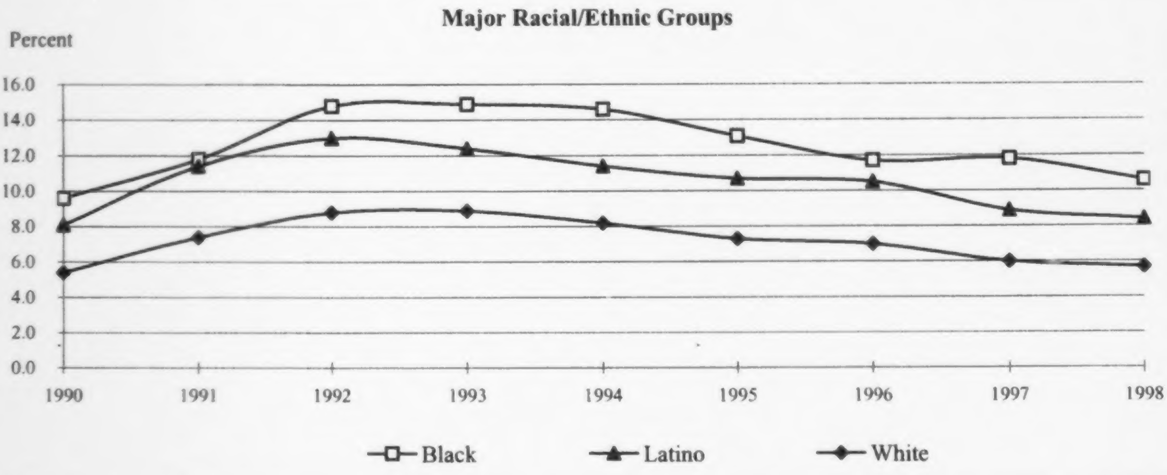
Related Measures: Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.

Comparison Group: The timeline emphasizes the depth of the current recession while the gender and age comparisons illustrate the differential impact of limited employment opportunities.

Analysis: California's strong economic recovery continued in 1998 as reflected in the continuing decline in unemployment rates. In contrast to last year, women's unemployment rate dropped more than did the rate for men. Their rates were nearly equal and rapidly approaching their 1990 low level. The unemployment rate of workers between the ages of 25 and 64 dropped below 5 percent, nearly equaling their 1990 level. Youth unemployment also declined, improving by 9 percent, but still considerably above their 1990 level.

D.2.

Annual Average Unemployment Rates for the Labor Force by Racial/Ethnic Group, 1990 to 1998



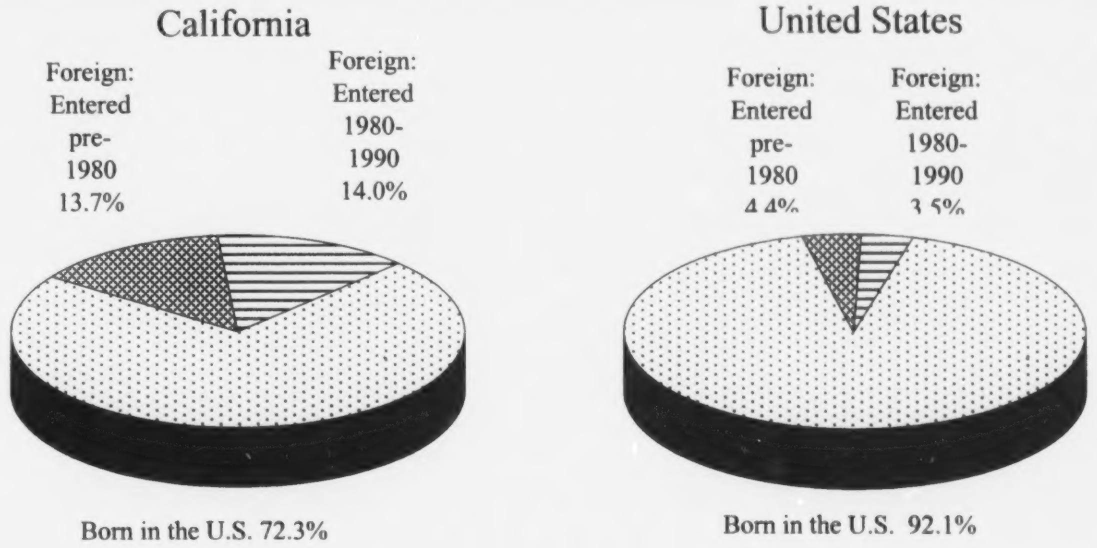
	Black	Latino	White	Total
1990	9.6	8.1	5.4	5.6
1991	11.8	11.4	7.4	7.5
1992	14.8	13.0	8.8	9.1
1993	14.9	12.4	8.9	9.2
1994 *	14.6	11.4	8.2	8.6
1995 *	13.1	10.7	7.3	7.8
1996 *	11.7	10.5	7.0	7.2
1997 *	11.8	8.9	6.0	6.3
1998 *	10.6	8.4	5.7	5.9

*Note: Data not comparable to historical data due to Current Population Survey (CPS) redesign in 1994.

Definition of Measure:	Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.
Use(s) of Measure:	Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.
Related Measures:	Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.
Comparison Group:	The timeline emphasizes the depth of the current recession while the racial/ethnic group comparisons illustrate the differential impact of limited employment opportunities.
Analysis:	In contrast to last year, workers from all racial-ethnic groups saw a decline in their unemployment rates. Black workers, with a 10 percent drop in their unemployment rate, showed the largest proportional gain. Latino workers' unemployment rate declined by 6 percent while that for White workers decreased by 5 percent.

E.1.

Composition of the Population of California and the United States by Place of Birth, 1990

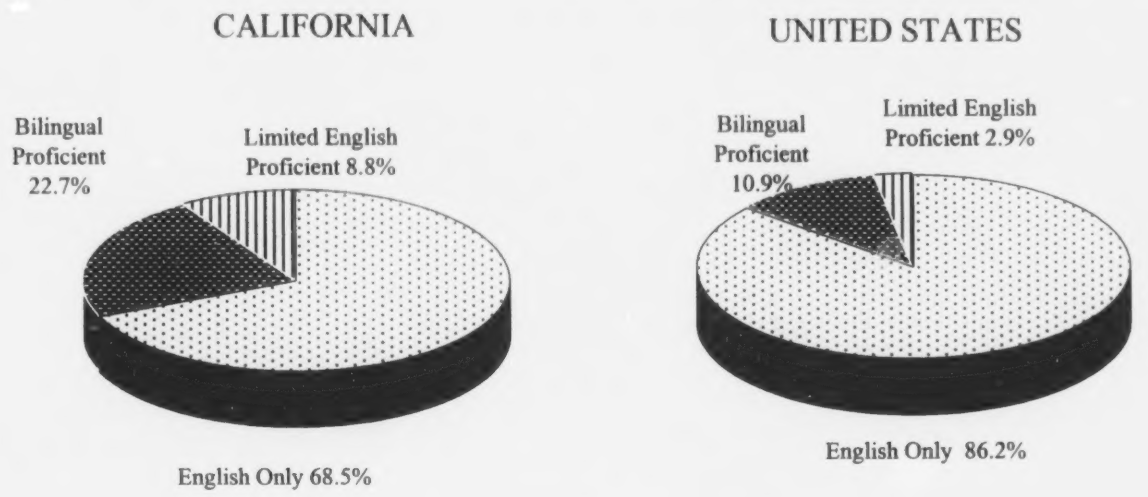


Place of Birth	California	United States
In the United States	72.3	92.1
Foreign, Entered pre-1980	13.7	4.4
Foreign, Entered 1980 to 1990	14.0	3.5

Definition of Measure:	Composition of the population of California and the United States based on place of birth within and outside of the United States and further differentiated by time period of entry to the U.S. from the 1990 U.S. Census.
Use(s) of Measure:	The measure describes the international in-migration of California's population in contrast with the overall national in-migration.
Related Measures:	Measure I.E.2. that displays English use and proficiency may be related to levels of the population's mobility.
Comparison Group:	The national comparison is made to highlight the greater diversity within California's population.
Analysis:	Three and a half times as many Californians were born outside the United States than is the case for the nation as a whole. In addition, a larger proportion of these immigrants entered the state during the 1980s than in the entire pre-1980 period. These very gross numbers camouflage the enormous diversity in language and culture these new residents bring to California. While this diversity contributes to the social, economic, and educational challenges facing the state, it also contributes to the vitality of the state and, if responded to appropriately, contributes to greater opportunities in the international arena.

E.2.

Comparison of Language Spoken in the Home in California and in the United States, 1990

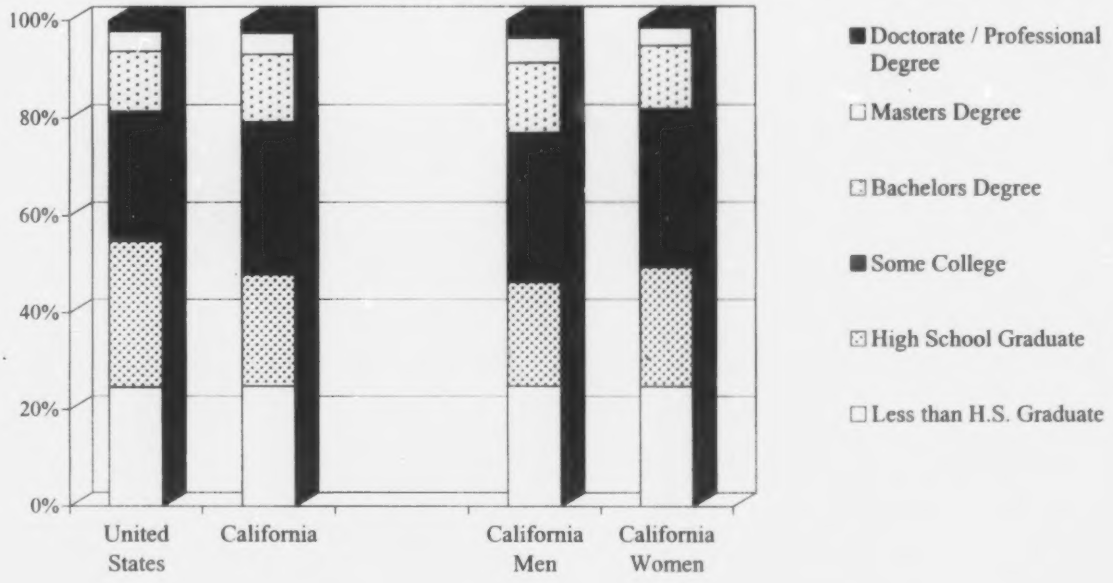


Language Spoken at Home	California	United States
English Only	68.5	86.2
Bilingual Proficiency	22.7	10.9
Limited English Proficiency	8.8	2.9

Definition of Measure:	Composition of the population of California and the United States from the 1990 U.S. Census based on the language spoken at home.
Use(s) of Measure:	This measure assists in understanding how California's population differs from that of the U.S. in English language acquisition highlighting potential educational needs as well as multilingual skills.
Related Measures:	Measure III.C. reflects this characteristic in the K-12 student population. Measure I.E.1. highlights recent foreign immigration that may be correlated with this measure.
Comparison Group:	The national comparison is made to highlight the special needs within California.
Analysis:	The proportion of Californians with limited English proficiency is three times the national rate. The need for adult education course in English as a Second Language (ESL) is critical in some parts of the state. On the other hand, the proportion of the state's population that is bilingually proficient is twice that of the nation's population. These individuals, provided they receive adequate educational opportunities and support, can be a tremendous asset for meeting the state's educational needs, as well as enhancing its economic viability in the international arena.

F.1.

Educational Attainment of Adults, 18 Years and Older, in California and Nationally, 1990

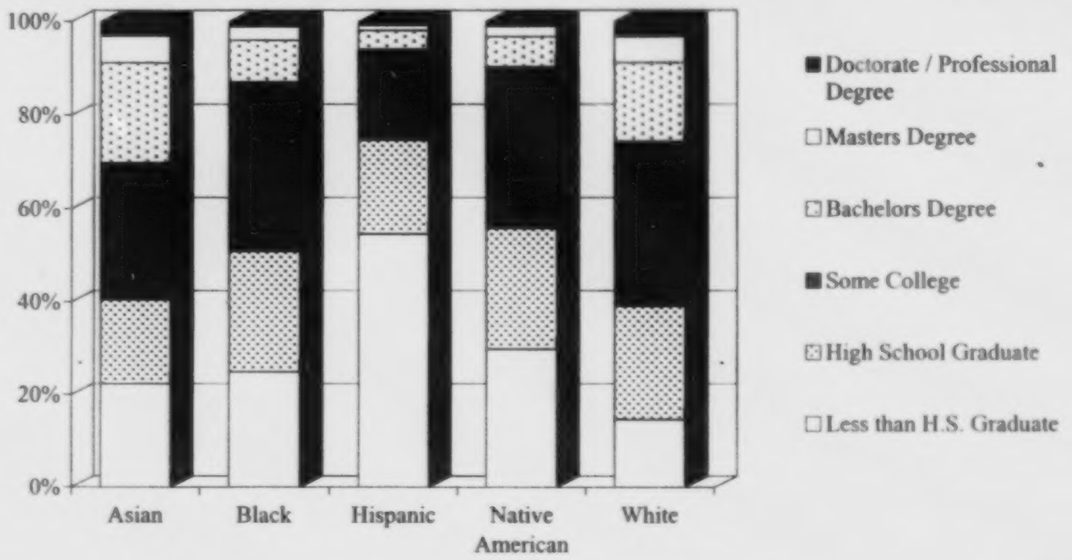


	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
UNITED STATES	24.6	30.1	26.8	12.3	4.1	2.2
CALIFORNIA	24.8	23.1	31.3	13.9	4.4	2.6
California Men	24.9	21.5	30.4	14.6	5.1	3.6
California Women	24.8	24.6	32.3	13.1	3.7	1.5

Definition of Measure:	Level of educational attainment of California and national adult population, 18 years and older, as reported in 1990 U.S. Census.
Use(s) of Measure:	This measure describes the composition of California's total adult population and by gender in terms of educational attainment in comparison to that of the nation.
Related Measures:	Measure I.F.2. describes variation in educational attainment within California's population while Measures III.A., III.B. and IV.A. describe emerging patterns of education participation.
Comparison Group:	The national comparison provides a context within which to consider variations in educational attainment.
Analysis:	While the proportion of California's and the nation's adult population that has not completed high school is very similar, a larger proportion of Californians have had collegiate experience. At each degree level, the proportion of Californians with such credentials exceeds the national proportion. While a larger proportion of women than men complete high school and have some collegiate experience, the proportion of men earning collegiate degrees exceeds the proportion of women with degrees.

F.2.

Educational Attainment of California Adults, 18 Years and Older, by Racial/Ethnic Group, 1990



	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
Asian	22.3	18.2	29.1	21.7	5.6	3.2
Black	24.9	26.0	36.3	8.9	2.8	1.2
Hispanic	54.6	20.1	19.4	4.0	1.1	0.8
Native American	29.8	26.1	34.5	6.4	2.2	1.1
White	14.5	24.5	35.3	16.9	5.5	3.3
Total California	24.8	23.1	31.3	13.9	4.4	2.6

Definition of Measure:	Level of educational attainment in California adult population 18 years and over by racial/ethnic group as reported by the 1990 U.S. Census.
Use(s) of Measure:	This measure describes the current status of educational attainment among Californians, by racial/ethnic group, as a baseline for examining current and future trends in participation in education.
Related Measures:	Measure III.A., III.B. and IV.A. describe emerging patterns of educational participation and attainment. Measure I.G. describes variations in annual earnings by education attainment.
Comparison Group:	Differences among Californians of different racial/ethnic groups as well as between Californians and Americans generally paints a complex picture of educational participation.
Analysis:	Huge differences in educational attainment exist among Californians from different racial/ethnic groups highlighting variations in potential educational needs and likely earning capability as suggested by Measure I.G. This measure is also undoubtedly affected by immigration patterns presented in I.E. Consideration of the correlation between ethnicity and socio-economic status is pertinent to interpreting these differences.

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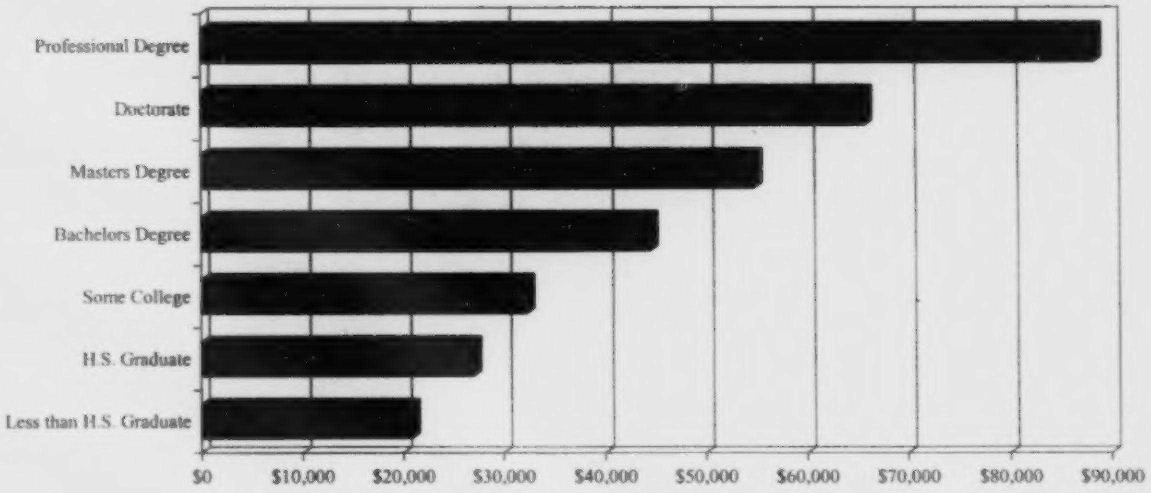
G.1.

California Average Annual Earnings by Level of Educational Attainment, 1989



	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Annual Income	$20,816	$27,009	$32,280	$44,414	$54,782	$65,738	$88,296

Definition of Measure: Average annual income of California civilians, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences in average annual income earned in California in 1989 by individuals working full-time with different levels of education. From these data, income differentials by educational level can be imputed.

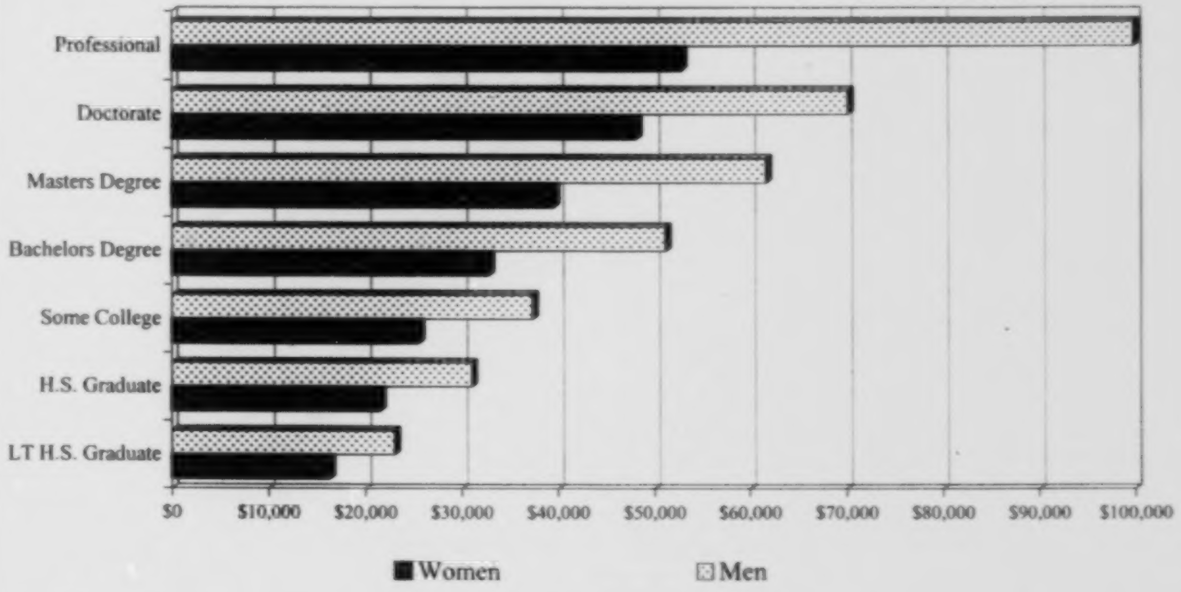
Related Measures: Measure I.F.1. describes differences in educational attainment among the 18 and older population. Measure I.D. describes unemployment in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences related to educational level. Income differentials exist across gender and racial/ethnic groups as well but differentials across educational level persist.

Analysis: On the average, with each additional level of educational attainment, full-time workers can expect a substantial increase in annual earnings. The differential earnings related to receiving a Bachelors degree over a high school diploma is $17,000. In order to estimate payback on investing in an undergraduate degree, these differentials for young adults would be needed. However, it is clear that those with more education are likely to earn more over their career and are likely to make greater tax contributions.

G.2.

California Average Annual Earnings by Level of Educational Attainment by Gender, 1989

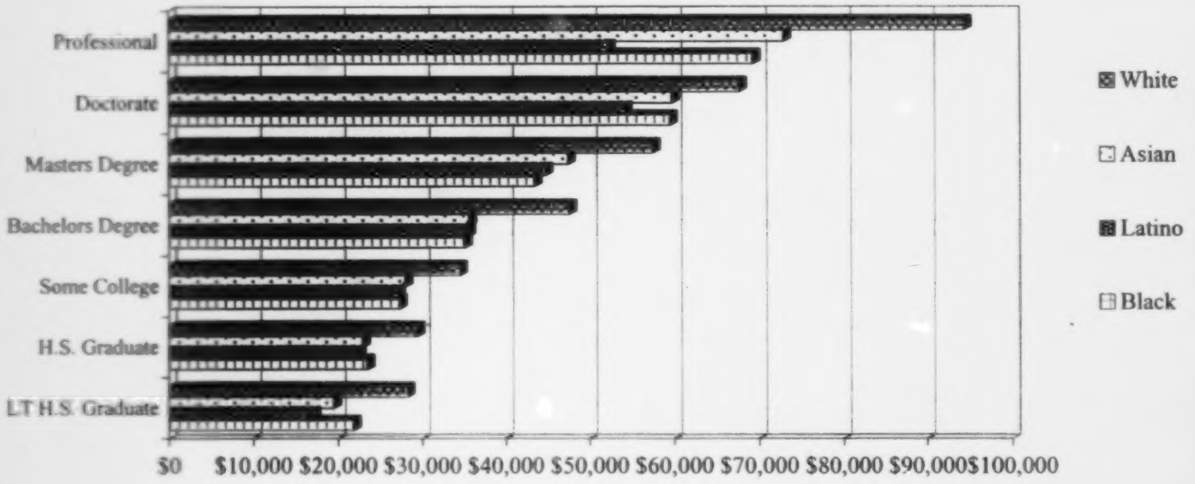


Annual Income	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Men	$22,999	$31,002	$37,352	$51,141	$61,675	$70,126	$99,789
Women	$16,208	$21,423	$25,384	$32,678	$39,476	$48,025	$52,823

Definition of Measure:	Average annual income of California men and women, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.
Use(s) of Measure:	This measure describes the differences between men and women in average annual income earned in California in 1989 by individuals working full-time with different levels of education.
Related Measures:	Measure I.F.1. describes differences in educational attainment of men and women, 18 and older. Measure I.D.1. describes unemployment by gender in California.
Comparison Group:	This measure focuses on average income across levels of education to emphasize the income differences between men and women with the same educational level.
Analysis:	On the average, women working full-time earn 70 percent or less than men with the same education. These differentials are affected by the disproportionately greater representation of men among older, and thus more experienced and higher paid, full-time workers. In addition, differences in choices of academic disciplines and career fields undoubtedly contribute to these differentials. Women are also more likely than men to leave the workforce for some period of time to bear and raise children that would reduce their overall earning potential.

G.3.

California Average Annual Earnings by Educational Attainment by Major Racial/Ethnic Group, 1989



Annual Income	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Asian	$19,461	$22,886	$27,928	$35,555	$47,430	$59,726	$72,844
Black	$21,807	$23,416	$27,235	$35,033	$43,465	$59,451	$69,224
Latino	$17,020	$22,353	$27,019	$35,441	$44,770	$54,100	$52,119
White	$28,173	$29,356	$34,417	$47,569	$57,410	$67,655	$94,374

Definition of Measure: Average annual income of California civilians, 18 years and older, by major racial/ethnic group, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences in average annual income earned by full-time workers from different racial/ethnic groups in California in 1989 by level of education. From these data, income differentials by racial/ethnic group within educational level can be imputed.

Related Measures: Measure I.F.2. describes differences in educational attainment by racial/ethnic group among the 18 and older population. Measure I.D.1. describes unemployment by racial/ethnic group in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences among workers from different racial/ethnic groups with the same educational level.

Analysis: Regardless of racial/ethnic group, additional educational attainment nets substantial increases in average annual income. While the differences in income among Asian, Black, and Latino full-time workers with the same level of educational attainment are quite small, income of White full-time workers is substantially greater. These differences, particularly among those with college degrees, are affected by the differentially greater representation of White workers among older, and thus more experienced and higher paid, workers.

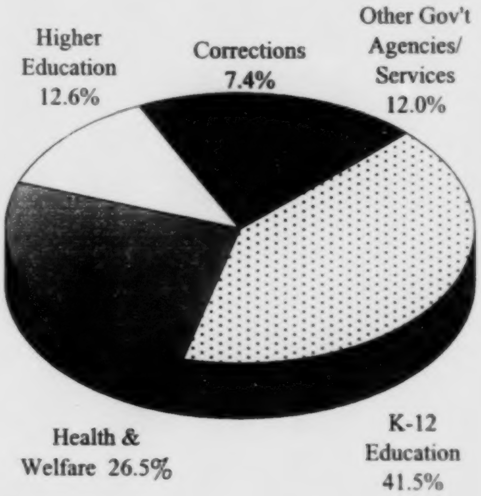
Section 2

Fiscal context

A.

State General Fund Appropriations by Major Budget Area, 1993-94, 1998-99, and 1999-00

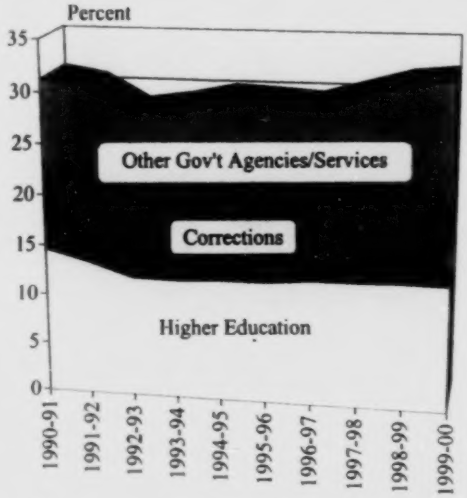
Distribution of 1998-99 Budgeted Appropriations
(in thousands of dollars)



	1993-94	1998-99	1999-00	Percent of Total
Total State General Fund	38,955,922	58,579,154	63,732,001	
Public K-12 Education**	14,480,796	23,772,452	26,418,191	41.5
Health & Welfare**	13,282,325	16,334,900	16,920,262	26.5
Higher Education	4,680,629	7,438,091	8,011,861	12.6
Corrections	3,383,337	4,556,542	4,738,682	7.4
Other Government Agencies/Services	3,737,212	6,477,169	7,643,005	12.0

**Budgeted*

***statutorily determined*



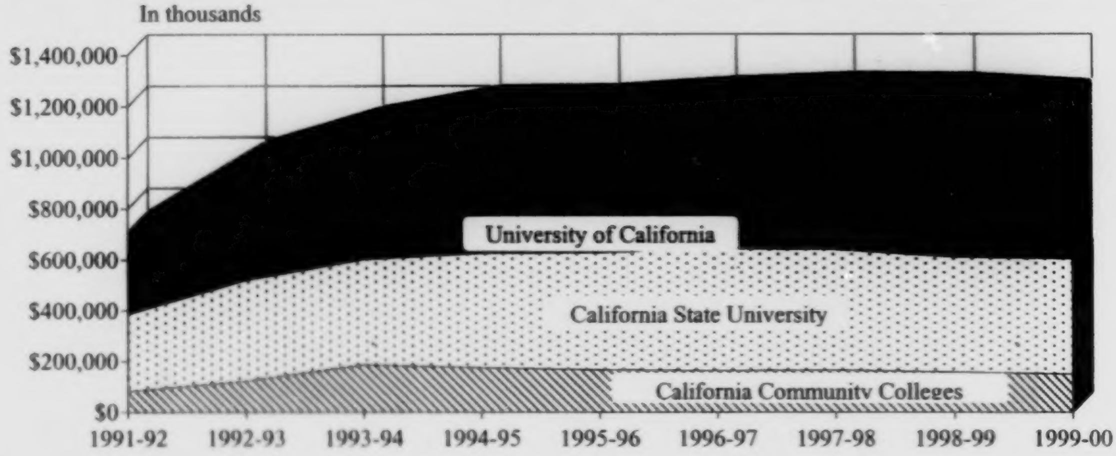
Proportion Appropriated to Non-Statutorily Determined Categories, 1990-91 to 1999-00

	Higher Education	Corrections	Other
1990-91	14.6	6.7	9.9
1991-92	13.5	7.0	10.0
1992-93	12.1	7.4	8.7
1993-94	12.0	8.7	8.1
1994-95	12.2	8.6	8.9
1995-96	12.2	8.7	8.6
1996-97	12.6	7.7	8.9
1997-98	12.6	7.8	10.0
1998-99	12.7	7.8	11.1
1999-00	12.6	7.4	12.0

Definition of Measure:	State General Fund appropriations budgeted by major budget categories and the proportions priated to non-statutorily determined categories in the last ten years (CPEC Fiscal Profiles).
Use(s) of Measure:	This measure describes the proportion of General Fund revenues appropriated to each major budget category and illustrates the changes in the relatively priority of those categories that are not specified in statute.
Related Measures:	Fiscal measure II.B. on the next page describes the changing relation between public subsidy and user subsidy for public postsecondary education.
Comparison Group:	The comparisons included in this measure illustrate the other public services that compete with Higher Education for General Fund support.
Analysis:	Growth in State General Funds -- 8.8 percent over last year -- was another indicator of the State's strong economic recovery. While K-12 Education received the largest dollar increase -- over 2.6 billion more -- the largest rate of growth occurred in the "Other Government Agencies and Services -- 18 percent over last year. Higher Education and Health & Welfare rose at below average rates.

B.

Systemwide Student Fee Revenues for Public Postsecondary Education, 1991-92 to 1999-00

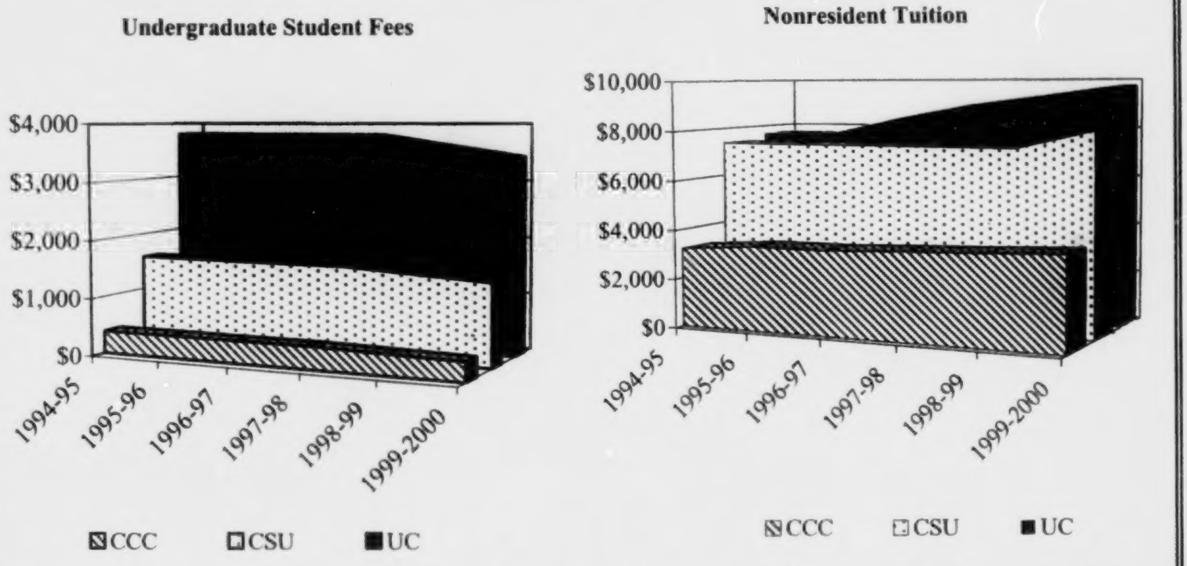


	California Community Colleges	California State University	University of California	TOTAL
1991-92	$82,278,000	$305,623,000	$328,550,000	$716,451,000
1992-93	$122,575,000	$400,327,000	$466,935,000	$989,837,000
1993-94	$186,912,000	$416,664,000	$519,904,000	$1,123,480,000
1994-95	$174,855,000	$450,671,000	$581,168,000	$1,206,694,000
1995-96	$166,894,000	$460,236,000	$583,146,000	$1,210,276,000
1996-97	$163,513,000	$480,306,000	$596,826,000	$1,240,645,000
1997-98	$166,493,000	$474,336,000	$616,937,000	$1,257,766,000
1998-99	$158,328,000	$454,115,000	$641,526,000	$1,253,969,000
1999-00	$150,227,000	$454,181,000	$622,843,000	$1,227,251,000

Definition of Measure:	Student fee revenues in public postsecondary education (CPEC, Fiscal Profiles).
Use(s) of Measure:	This measure documents the change in the level of user support from California students for public postsecondary education over the last ten years.
Related Measures:	Measure II.A. on the previous page shows recent changes in tax support for public postsecondary education. Measure II.C. shows the per student fee level for each of the public systems.
Comparison Group:	The ten-year period was used to show the relative stability in the first five years of the period compared to the rapid change occurring in the last five years.
Analysis:	Total fee revenues at the University and the community colleges decreased as resident fee levels declined in 1999-2000. At the State University, total fee revenues increased marginally despite the reduction in resident fees. Growth in enrollment offset the fee decreases.

C.

Undergraduate Systemwide Fees and Nonresident Tuition in Public Postsecondary Institutions, 1994-95 To 1999-2000


Undergraduate Student Fees

Nonresident Tuition

	University of California		California State University		California Community Colleges	
	Systemwide Fees	Non-Resident Tuition	Systemwide Fees	Non-Resident Tuition	Systemwide Fees	Non-Resident Tuition
1994-95	$3,799	$7,699	$1,584	$7,380	$390	$3,210
1995-96	$3,799	$7,699	$1,584	$7,380	$390	$3,420
1996-97	$3,799	$8,394	$1,584	$7,380	$390	$3,420
1997-98	$3,799	$8,984	$1,584	$7,380	$390	$3,540
1998-99	$3,609	$9,384	$1,506	$7,380	$360	$3,630
1999-00	$3,429	$9,804	$1,428	$8,118	$330	$3,750

Definition of Measure:	Undergraduate resident fees and nonresident tuition as established by the systems of public postsecondary education (CPEC, Fiscal Profiles).
Use(s) of Measure:	This measure shows changes in one of the major components of the cost to students to attend public postsecondary institutions in California -- systemwide fees/tuition.
Related Measures:	Measure II.B. on the previous page shows the cumulative impact of changes in fee levels on revenues to public postsecondary education. Measure IV.A., that shows college-going rates, raises interesting questions about the relationship between cost and demand.
Comparison Group:	The time period covered shows very substantial non-resident tuition increases occurring while resident fees were relatively stable, decreasing the last two years.
Analysis:	In 1999-2000, annual undergraduate resident fees decreased by 5 percent at the State's universities and by 8 percent at the community colleges. Nonresident tuition increased by 10 percent in the State University, by 4.5 percent in the University, and 3.3 percent in the community colleges. Changes in the levels of these charges were one component in determining total fee revenue for the systems.

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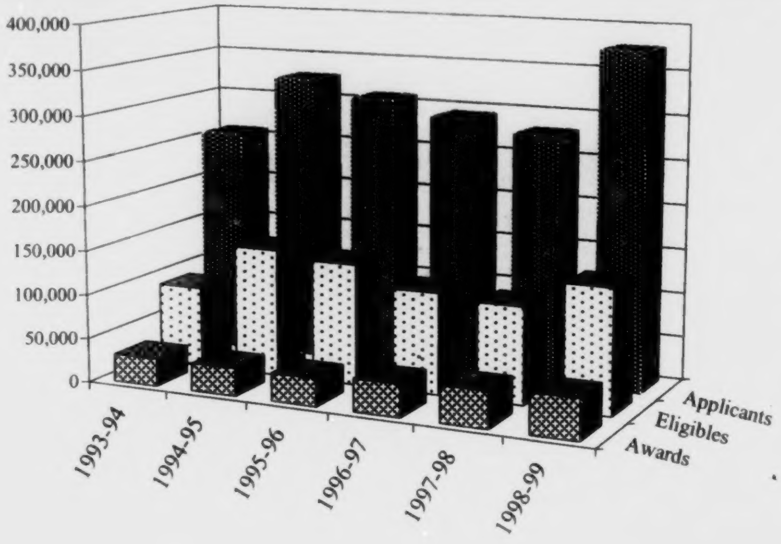
D.1.

Number of Cal Grant Applications, Eligibles, and Awards, 1993-94 To 1998-99

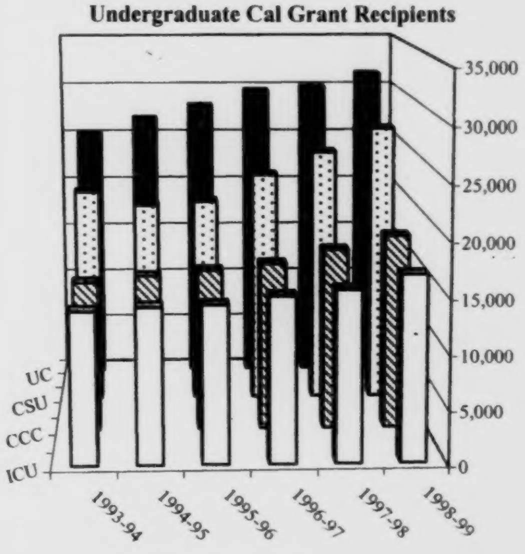


Year	Applicants	Eligibles	Awards	Ratio of Eligibles to Awards
1993-94	257,373	91,393	31,220	2.9
1994-95	326,652	144,283	31,220	4.6
1995-96	308,283	136,673	31,220	4.4
1996-97	292,615	114,409	36,693	3.1
1997-98	279,387	109,067	40,609	2.7
1998-99	376,706	139,763	45,665	3.1

Definition of Measure:	The California Student Aid Commission annually computes the number of valid complete applications for Cal Grants, the number of eligible applicants and number of authorized awards.
Use(s) of Measure:	This measure shows changes in the demand and eligibility for State funded assistance in comparison to the availability of one type of such assistance, Cal Grants.
Related Measures:	Measure II.C. identifies one of the major contributors to the level of student need -- changes in fees/tuition. Measures in II.E. present other relevant financial aid information.
Comparison Group:	The comparison of applicants and eligibles to awards shows the changing relationship between demand and supply of this type of financial assistance.
Analysis:	In 1998-99 the total applicant pool reverses a pattern of declines -- increasing by 34.8 percent. In 1998-99 there is a significant increase in the number of eligible applicants by 28 percent. The number of awards available continued to climb as in previous years--by 12 percent in 1998-99. Both the increase in the number of eligible applicants and the increase in the available awards contributed to the increase in the ratio of eligibles to awards to 3.1.

D.2.

Number of Undergraduates with Cal Grant Awards by System, 1993-94 to 1998-99


Undergraduate Cal Grant Recipients

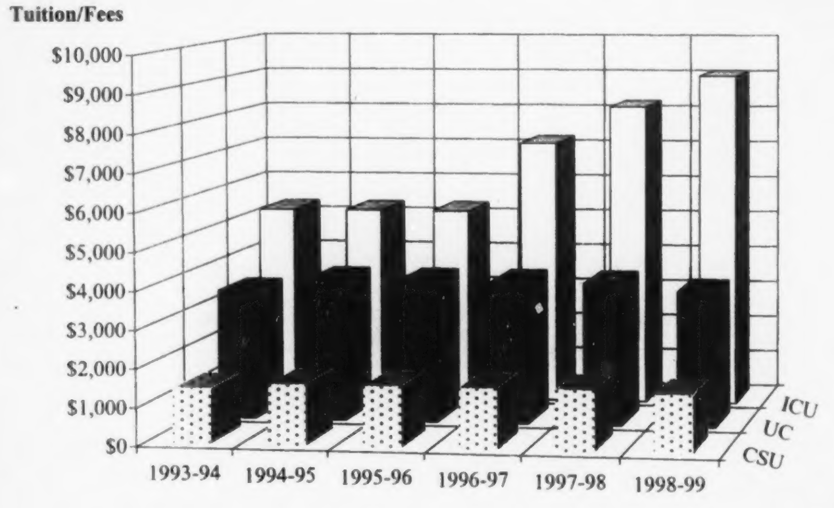
Year	California Community Colleges	California State University	University of California	Independent Colleges and Universities
1993-94	14,115	20,812	25,011	13,926
1994-95	14,706	19,461	26,611	14,242
1995-96	15,194	19,825	27,960	14,425
1996-97	15,786	22,449	29,476	15,183
1997-98	17,084	24,656	29,860	15,719
1998-99*	18,373	26,986	31,233	17,044

** Preliminary estimate -- final reconciliation to occur January 2000*

Definition of Measure:	The actual number of new and renewal Cal Grants awarded by postsecondary system reported by California Student Aid Commission as of October 1 of 1999.
Use(s) of Measure:	This measure shows changes in the number of new and renewal Cal Grants awarded in each system over six year period.
Related Measures:	Measure II.D.1. shows the changes or lack of change in overall new Cal Grant awards relative to student need while D.3. reflects maximum award as a percentage of average tuition and fees.
Comparison Group:	The comparison across systems of postsecondary education during this six-year period awards provides a perspective on State-funded student financial aid for undergraduates.
Analysis:	Overall, the number of undergraduate Cal Grant recipients enrolled in each system increased in 1998-99. The rate of increase was greatest for undergraduates enrolled at the State University and independent colleges and universities. The California Community Colleges experienced relatively steady increases in enrolled Cal Grant recipients over the past six years, Cal Grant recipients enrolled in the State university increased steadily since 1994-95 when it declined from the preceding year. Cal Grant recipients enrolled in the University of California increased about 5 percent annually,except for 1997-98.

D.3.

Cal Grant "A" Maximum Award by System and as a Proportion of Average Tuition and Fees, 1993-94 to 1998-99

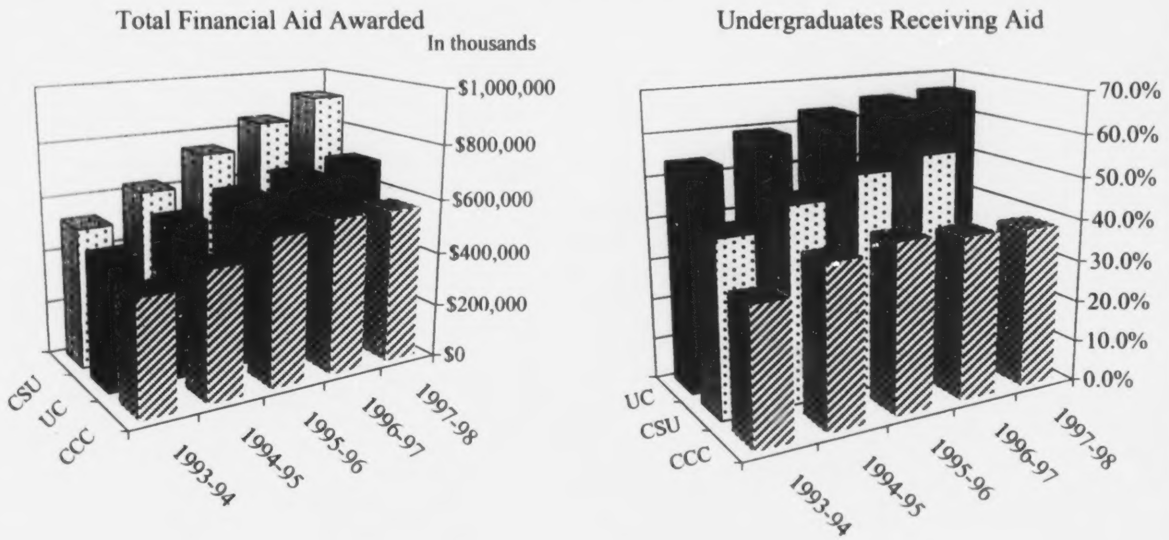


	California State University		University of California		Independent Colleges and Universities	
Year	**Maximum Award**	**Percent**	**Maximum Award**	**Percent**	**Maximum Award**	**Percent**
1993-94	$1,440	90%	$3,454	93%	$5,250	39%
1994-95	$1,584	91%	$3,799	92%	$5,250	37%
1995-96	$1,584	91%	$3,799	92%	$5,250	35%
1996-97	$1,584	91%	$3,799	92%	$7,164	45%
1997-98	$1,584	91%	$3,799	92%	$8,184	49%
1998-99	$1,506	91%	$3,609	92%	$9,036	50%

Definition of Measure:	The maximum Cal Grant A award authorized for each four-year system in actual dollars and as a percent of average fees/tuition, as reported by Student Aid Commission.
Use(s) of Measure:	This measure shows the maximum amount a student could receive in Cal Grant aid and what portion of student fees/tuition the grant would offset.
Related Measures:	Measure II.C. shows changes in average fee levels at public universities. D.1. reflects the new Cal Grant awards while D.2. shows the distribution of new and renewed grants across the systems.
Comparison Group:	These three systems provide baccalaureate level education. The five-year period encompasses the recent period of stable and decreasing fees for resident students.
Analysis:	Because of the five percent decrease in resident fees at the State University and the University, the maximum Cal Grant award for students in these systems also decreased in 1998-99. At the same time, the maximum Cal Grant awarded to students enrolled at Independent Colleges and Universities increased by $852; this grant level was expected to cover about 50 percent of tuition and fees at these institutions. This is the third year in which maximum grant levels increased for students enrolling in these instituitons.

E.1.

Total Financial Assistance for Undergraduates in Public Colleges and Universities, 1993-94 Through 1997-98*



Total Financial Aid Awarded

Undergraduates Receiving Aid

	Total Aid Awarded* (in thousands)				Financial Aid Recipients					
					CCC		CSU		UC	
	CCC	CSU	UC		Number	% UG	Number	% UG	Number	% UG
1993-94	$418,333	$522,173	$467,362	**1993-94**	399,047	32.1%	110,124	42.0%	65,783	53.7%
1994-95	$471,184	$626,256	$564,644	**1994-95**	467,409	38.3%	122,176	47.2%	72,085	59.2%
1995-96	$544,540	$740,859	$628,349	**1995-96**	474,423	40.4%	138,185	52.3%	78,108	63.1%
1996-97	$575,675	$837,331	$673,219	**1996-97**	510,692	39.2%	149,894	55.0%	82,138	65.1%
1997-98	$573,399	$917,265	$699,982	**1997-98**	489,086	38.6%			83,242	66.0%

**Includes scholarships, grants, loans, fee waivers, and work-study.*

Definition of Measure: Number of undergraduate financial aid recipients and total aid dollars from all sources as reported by the California Community Colleges, the California State University and the University of California.

Use(s) of Measure: This measure describes changes in the numbers of undergraduates receiving student financial aid and the total amount of aid awarded at the three public systems.

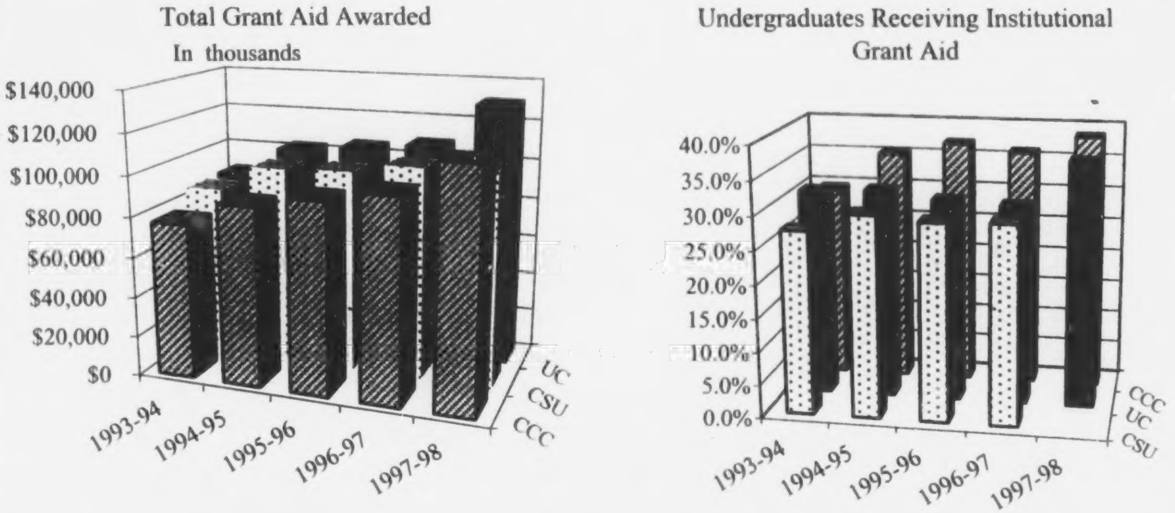
Related Measures: Measures II.E.2. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college -- fees.

Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems.

Analysis: Nearly $2.2 billion in financial aid of all types was awarded to undergraduates enrolled in public colleges and universities in 1997-98. Both the total financial aid awarded and the proportion of undergraduates receiving financial aid declined in the community colleges. Over half of the State University undergraduates and 2 out of 3 University undergraduates received financial aid in 1997-98.

E.2.

Total Institutional Grant Aid for Undergraduates in Public Colleges and Universities, 1993-94 To 1997-98



Total Grant Aid Awarded

In thousands

Undergraduates Receiving Institutional Grant Aid

Total Institutional Grant* Aid Awarded

(in thousands)

	CCC	CSU	UC
1993-94	$77,065	$86,418	$87,046
1994-95	$88,566	$99,169	$102,140
1995-96	$94,050	$100,354	$105,008
1996-97	$99,186	$104,665	$108,051
1997-98	$115,737	$105,860	$130,083

**Includes fee waivers.*

Recipients and as Percent of Undergraduates

	CCC**		**CSU**		**UC**	
	Number	% of UG	**Number**	% of UG	**Number**	% of UG
1993-94	366,332	32.8%	72,275	27.5%	38,126	31.2%
1994-95	429,080	38.9%	78,220	30.2%	38,393	31.6%
1995-96	435,529	40.4%	77,944	29.5%	37,724	30.5%
1996-97	468,824	41.6%	81,017	29.7%	37,858	30.0%
1997-98	489,086	42.8%		0.0%	46,361	36.0%

***Includes credit enrollment only*

Definition of Measure: Number of undergraduates receiving State and institutional grant aid, including fee waivers, and total grant aid dollars as reported by the California Community Colleges, the California State University, and the University of California.

Use(s) of Measure: This measure describes changes in the number of undergraduates receiving institutional grant aid at the three public systems and the total amount of this aid awarded.

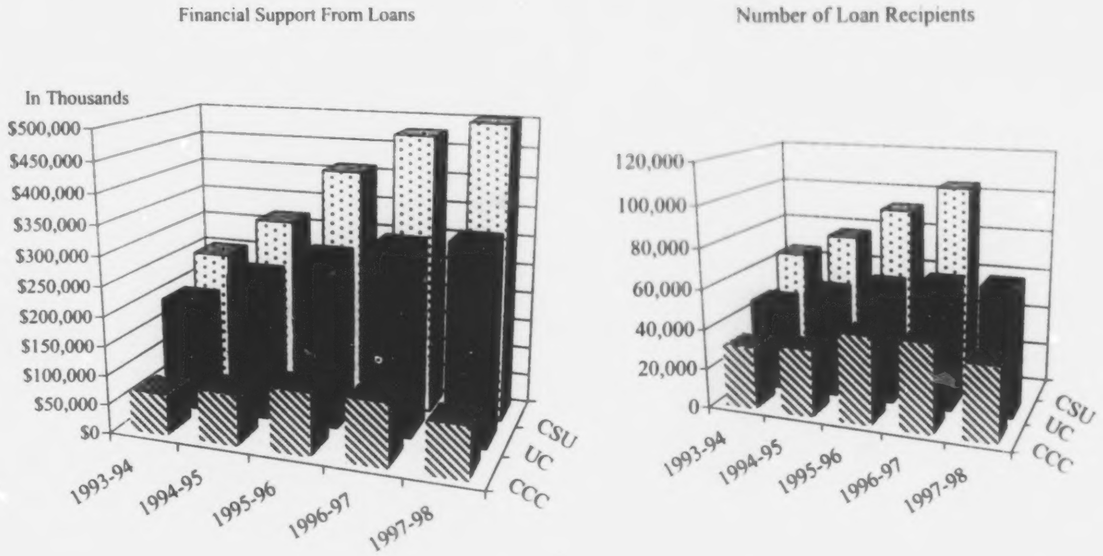
Related Measures: Measures II.E.1. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college -- fees.

Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems.

Analysis: In 1997-98, more than $351.7 million in grant aid was awarded to undergraduates enrolled in California public colleges and universities. This represents a 4.6 percent increase over the preceding year. Institutional grant aid increased substantially at the University of California and California Community colleges while increasing only marginally at the State University. Over 40 percent of community college students received grant assistance over the past three years. Approximately 30 percent of university undergraduates have received grant aid in the most recent 5 years. The percentage of University undergraduates receiving grant aid increased to 36 percent in 1997-98.

E.3.a.

Financial Support for Undergraduates From Loans, 1993-94 Through 1997-98


Financial Support From Loans

Number of Loan Recipients

Total Loans Initiated (in thousands)

	CCC	UC	CSU
1993-94	$69,696	$192,798	$246,097
1994-95	$86,961	$247,205	$315,289
1995-96	$107,387	$289,526	$409,108
1996-97	$107,474	$317,724	$475,210
1997-98	$87,522	$333,378	$517,738

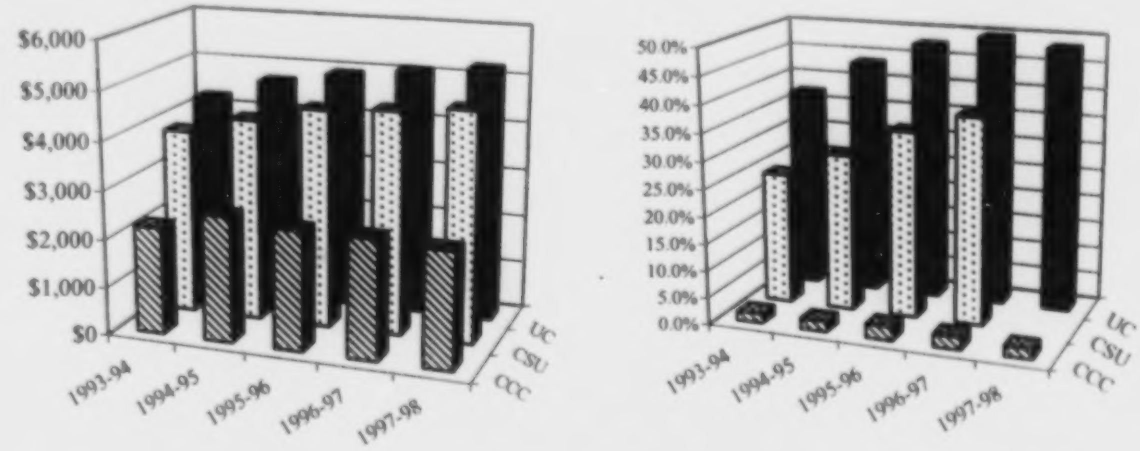
Number of Recipients

	CCC	UC	CSU
1993-94	31,446	45,441	64,027
1994-95	33,494	52,875	75,250
1995-96	43,618	58,927	90,891
1996-97	43,739	62,569	103,489
1997-98	36,739	63,837	

Definition of Measure:	Number of undergraduate loan recipients and total loan dollars as reported by the California Community Colleges, the California State University and the University of California.
Use(s) of Measure:	This measure describes changes in the numbers and amounts of loan indebtedness undergraduates are incurring at the public systems.
Related Measures:	Measures II.E.1. and 2. also illustrate changes in aid conditions and II.C. shows changes in one aspect of increases in students' cost of attending college.
Comparison Group:	The last five years have shown the most dramatic changes in these measures across all systems.
Analysis:	The total amount of loan aid awarded to undergraduate students continued to grow more rapidly than grant aid. In 1997-98, a total of $938.6 million in loans were awarded, with more than 90 percent of it awarded to undergraduates enrolled in the two public universities. The average loan amount per recipient continued to rise in the State University and the University, while declining in the community colleges.

E.3.b.

Financial Support From Loans Per Undergraduate, 1993-94 To 1997-98



Average Loans Per Recipeint

	CCC	CSU	UC
1993-94	$2,216	$3,846	$4,243
1994-95	$2,596	$4,192	$4,675
1995-96	$2,462	$4,507	$4,913
1996-97	$2,457	$4,594	$5,078
1997-98	$2,382	$4,723	$5,222

Recipients as Percent of UG

	CCC	CSU	UC
1993-94	1.7%	24.4%	37.1%
1994-95	1.9%	29.1%	43.4%
1995-96	2.5%	34.4%	47.6%
1996-97	2.3%	38.0%	49.6%
1997-98	1.8%		48.3%

Definition of Measure: Average loan amount per recipients and recipients as a percent of undergraduate enrollments as reported by the systems.

Use(s) of Measure: This measure describes changes in average loan burden and loan indebtedness of undergraduates at the public systems.

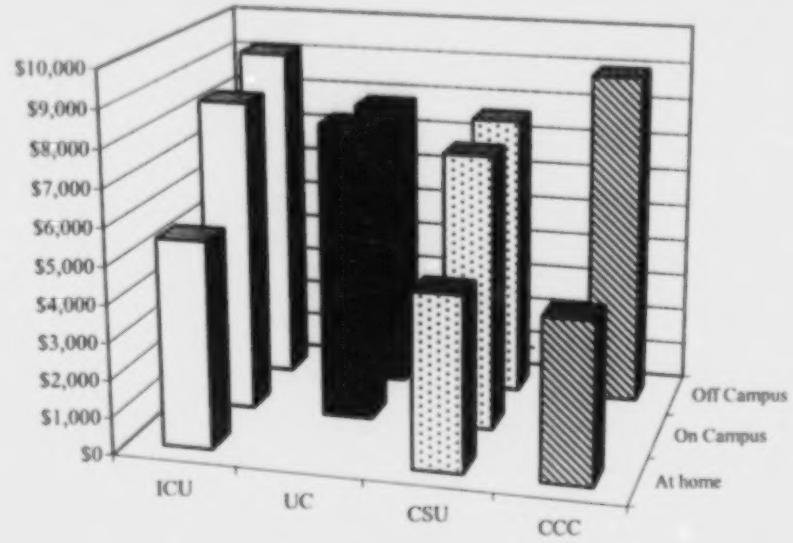
Related Measures: Measures II.E.1. and 2. also illustrate changes in aid conditions and II.C. shows changes in one aspect of increases in students' cost of attending college.

Comparison Group: The last five years have shown the most dramatic changes in these measures across all systems.

Analysis: The average loan amount per loan recipient continued to grow at a slower rate than the preceding year for undergraduates enrolled in the State University and the University. The average loan amount per loan recipient enrolled in community colleges has declined each year since 1994-95. Less than 2 percent of all community college students received loans as part of their financial aid award. Nearly half of University undergraduates received loans in 1997-98. 1997-98 data on the proportion of undergraduates at the State University is not yet available.

F.

Average Annual Living Expenses for Full-time Undergraduates at California Institutions, 1994-95*



Living Arrangement	California Community Colleges	California State University	University of California	Independent Colleges and Universities
At home	$4,295 *	$4,675	Not Available	$5,555
On Campus	Not Applicable	$7,394	$7,973	$8,422
Off Campus	$8,960 *	$7,620	$7,814	$9,128

** 1991-92 data as 1994-95 data were unavailable for Community Colleges*

Definition of Measure: Average living and educational expenses except tuition and fees for full-time undergraduates by living arrangement by system from SEARS by Student Aid Commission.

Use(s) of Measure: This measure shows differences in average student living expenses for full-time undergraduatates by postsecondary system.

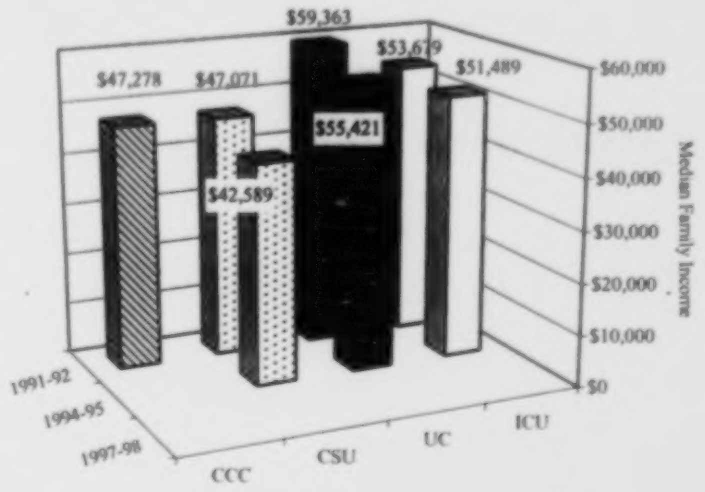
Related Measures: Measure II.C shows the differences in undergraduate fee levels by system and II.G. shows differences in average famility and student income by system.

Comparison Group: The comparison across systems shows full-time student living expenses excluding tuition and fees for the various systems of California postsecondary education.

Analysis: These data have not been updated from 1994-95. They reflect that undergraduate students at independent colleges and universities tend to have higher annual living expenses than undergraduates atending public colleges and universities full time. Community college students have the highest off-campus living expenses among public institutions. This may be related to the fact that these students are on average older. On-campus living expenses were very similar at all 4-year instituions.

G.1.

Median Family Income of Dependent Undergraduates at California Institutions, 1991-92 and 1994-95

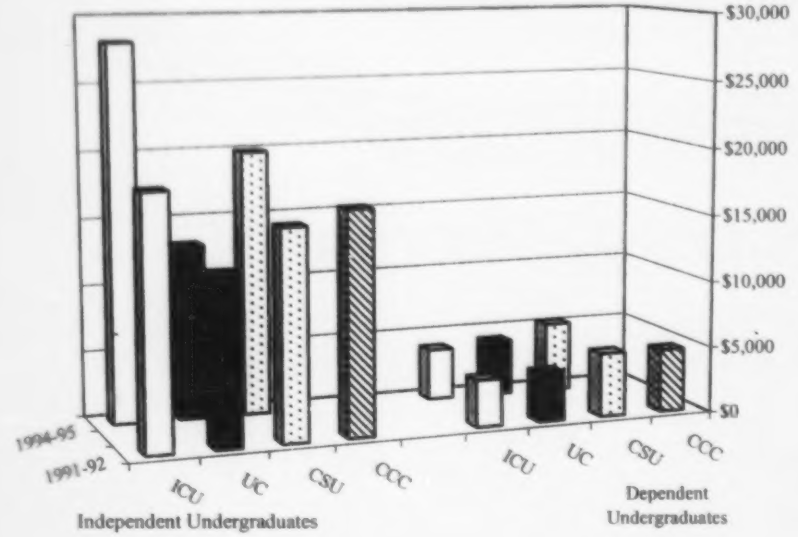


Year	California Community Colleges	California State University	University of California	Independent Colleges and Universities
1991-92	$47,278	$47,071	$59,363	$53,679
1994-95	Not Available	$42,589	$55,421	$51,489
1997-98	Not Available	Not Available	Not Available	Not Available
Dependent Students as % of Undergraduates	26.0%	48.8%	84.1%	80.5%

Definition of Measure:	Average median family income of dependent students enrolled in California postsecondary institutions from Student Expenses & Resources Survey (SEARS) by Student Aid Commission.
Use(s) of Measure:	This measure shows differences in median family income of dependent students by choice of undergraduate institution.
Related Measures:	Measure II.C shows the differences in undergraduate fee levels by system and II.F. shows differences in average expenses by system and living arrangement.
Comparison Group:	The comparison across systems shows family resources available to help support the cost of attending the various systems of California postsecondary education.
Analysis:	These data have not been updated since 1994-95. An update of the Student Expense and Resources Survey (SEARS) has not been completed since 1994-95.

G.2

Average Student Earnings of Undergraduates by Dependency Status at California Institutions, 1991-92 and 1994-95



Year	California Community Colleges		California State University		University of California		Independent Colleges and Universities	
	Dependent	Independent	Dependent	Independent	Dependent	Independent	Dependent	Independent
1991-92	$4,724	$16,650	$4,794	$15,625	$3,676	$12,567	$3,512	$18,565
1994-95	Not Available		$5,238	$19,877	$4,173	$13,077	$3,878	$28,114

Definition of Measure: Average annual student income of dependent and independent students by postsecondary system from Student Expense & Revenue Survey (SEARS) by Student Aid Commission.

Use(s) of Measure: This measure shows differences in average student income of dependent and independent undergraduates by postsecondary system.

Related Measures: Measure II.C shows the differences in undergraduate fee levels by system and II.F. shows differences in average expenses by system and living arrangement.

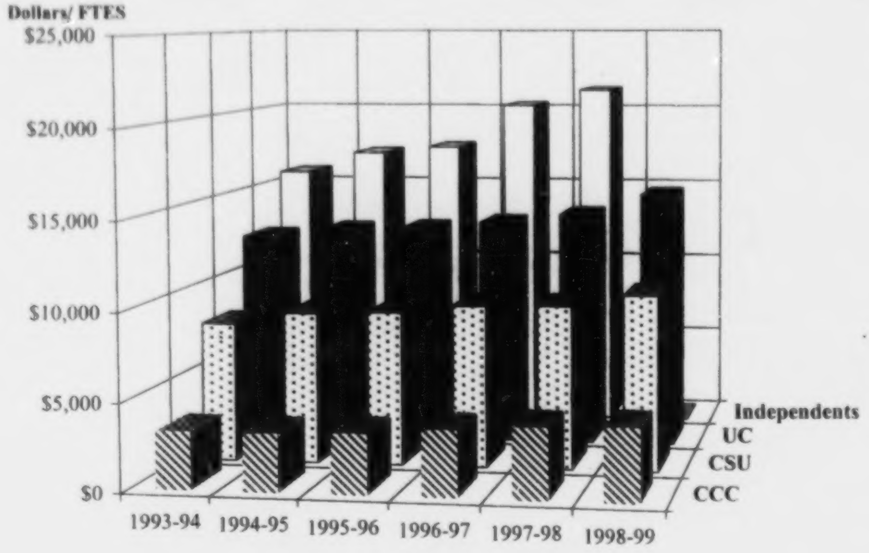
Comparison Group: The comparison across systems shows student resources available to help support the cost of attending the various systems of California postsecondary education.

Analysis: *[These data have not been updated since 1994-95.]*

Unlike median family income, student average earnings increased between 1991-92 and 1994-95. Among dependent students, undergraduates at the State University had higher average earnings than those at the University of California or at independent colleges and universities. The higher median family income of these latter students probably meant that they did not need to rely as heavily on their own resources as did State University students. Among independent undergraduates, those attending independent colleges and universities had the higher average earnings while those at the University of California had the lowest average earnings.

H.

Average Revenues for Instructionally Related Activities per Full-time Equivalent Student, 1993-94 to 1998-99



	California Community Colleges	California State University	University of California	California Independent Colleges & Universities*
	Actual	Actual	Actual	Computed
1993-94	$3,269	$8,097	$12,387	$15,822
1994-95	$3,271	$8,811	$12,871	$17,115
1995-96	$3,407	$8,952	$13,010	$17,532
1996-97	$3,737	$9,412	$13,424	$20,249
1997-98	$4,012	$9,502	$13,983	$21,267
****1998-99**	$4,144	$10,185	$15,253	not avail.

***preliminary estimates*

**AICCU figures computed from total I-R expenditures per FTE.*

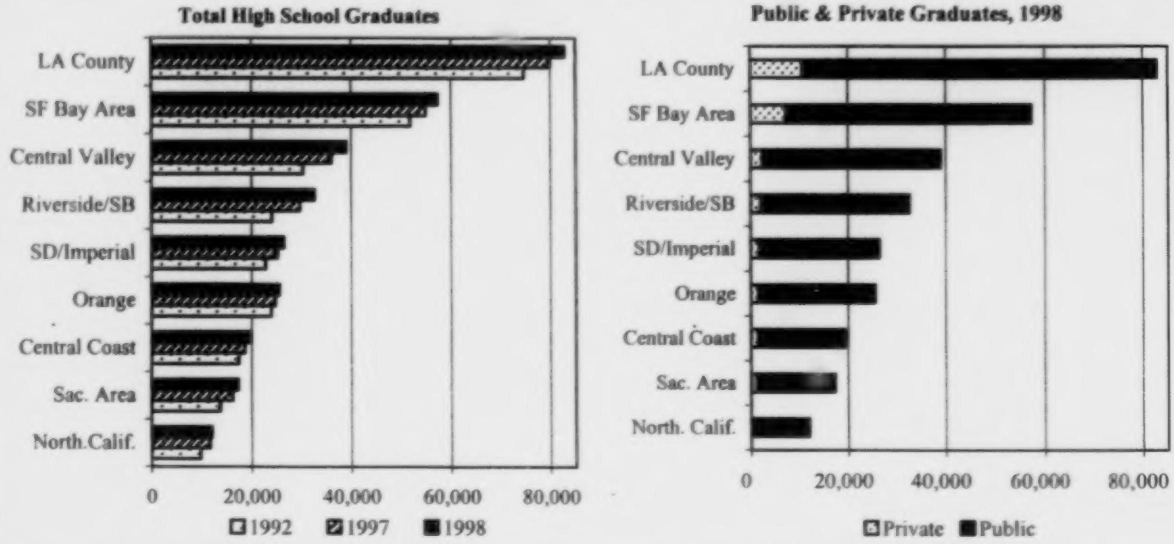
Definition of Measure:	Revenues for instructionally related activities from all sources in public postsecondary education per full-time equivalent student (See CPEC, Fiscal Profiles for specifications).
Use(s) of Measure:	This measure shows changes in revenues from all sources for instructionally related activities per FTE student in public postsecondary institutions.
Related Measures:	Measure II.C. shows changes in undergraduate fee which are one component of these revenues. General State Funds (and local assistance funds) as well as lottery funds are also revenue sources.
Comparison Group:	The five-year time period covered a similar period shown for resident fee increases and changes in State appropriations.
Analysis:	Each of the four systems of postsecondary education continued a pattern of increased revenues dedicated to instructionally related activities. The rate of growth was greatest for the University, which increased 9 percent in 1998-99 compared to 4 percent in 1997-98. The State University revenue increased 7 percent in 1998-99 compared to 0.9 percent the preceding year. Community College revenue increased 3 percent in 1998-99 compared to 7 percent in 1997-98.

Section 3

Student Preparation

A.1.

Public and Private High School Graduates by Major Geographic Region, 1992, 1997, and 1998

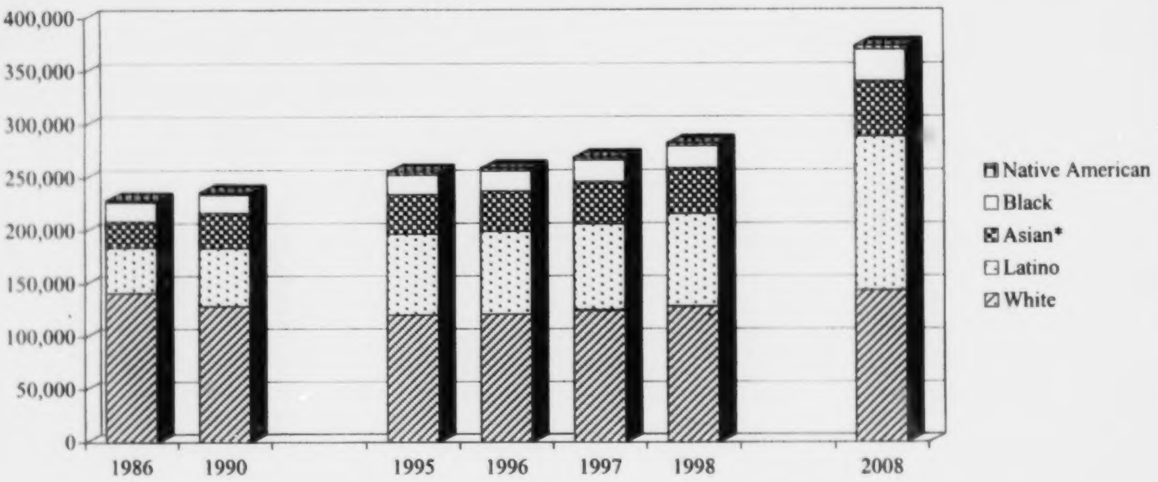


	~ 1992 ~		~ 1997 ~		~ 1998 ~	
	Public	**Private**	**Public**	**Private**	**Public**	**Private**
Los Angeles County	65,075	9,569	69,714	10,205	72,135	10,675
San Francisco Bay Area	45,887	5,868	47,880	6,977	49,789	7,376
Central Valley	29,212	1,045	34,517	1,444	36,551	1,446
Riverside/San Bernardino	23,042	942	28,426	1,216	30,511	1,547
San Diego/Imperial	21,248	1,472	23,452	1,664	24,646	1,727
Orange County	22,080	1,736	22,508	2,143	23,949	2,372
South-Central Coast	15,837	1,465	16,549	1,965	17,917	2,024
Sacramento Area	12,717	926	14,945	1,124	16,045	1,138
Northern California	9,496	252	11,080	472	11,354	530
	244,594	**23,275**	**269,071**	**27,210**	**282,897**	**28,835**

Definition of Measure:	California's public and private high school graduates as reported by the State Department of Education (CBEDS).
Use(s) of Measure:	This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.
Related Measures:	Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.
Comparison Group:	One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.
Analysis:	The high school graduating class increased by 5.2 percent in 1998. The rate of increase was greater among private high schools than for public high schools -- 6.0 compared to 5.1 percent growth. While Los Angeles County had the greatest increase in numbers of graduates, Riverside/San Bernardino counties, the Central Valley, and the Sacramento region had the largest rates of increase. Northern California showed the least growth in numbers and rate.

A.2.

Racial/Ethnic Composition of California's Public High School Graduating Class, 1986, 1990, 1995 To 1998, and 2008 Projected



	1986	1990	1995	1996	1997	1998	2008**
Asian*	24,011	32,866	37,029	37,434	39,454	42,711	51,899
Black	18,387	17,460	18,864	19,436	20,742	21,165	29,783
Native American	1,658	1,886	2,262	2,290	2,364	2,513	3,297
Latino	43,556	55,152	76,557	78,619	82,015	87,742	144,956
White	141,414	128,927	120,488	121,292	124,496	128,405	143,598
Other						361	
TOTAL	**229,026**	**236,291**	**255,200**	**259,071**	**269,071**	**282,897**	**373,533**
Asian*	10.5	13.9	14.5	14.4	14.7	15.1	13.9
Black	8.0	7.4	7.4	7.5	7.7	7.5	8.0
Native American	0.7	0.8	0.9	0.9	0.9	0.9	0.9
Latino	19.0	23.3	30.0	30.3	30.5	31.0	38.8
White	61.7	54.6	47.2	46.8	46.3	45.4	38.4
Other						0.1	

**Category includes Asians, Pacific Islanders, and Filipinos* ***Projected*

Definition of Measure: Racial/ethnic composition of California's public high school graduates as reported by the State Department of Education (CBEDS) and Department of Finance DRU 1998 projections.

Use(s) of Measure: This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.

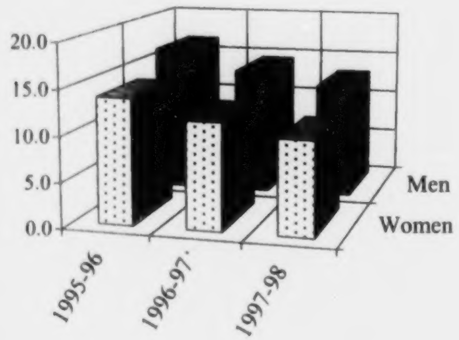
Related Measures: Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.

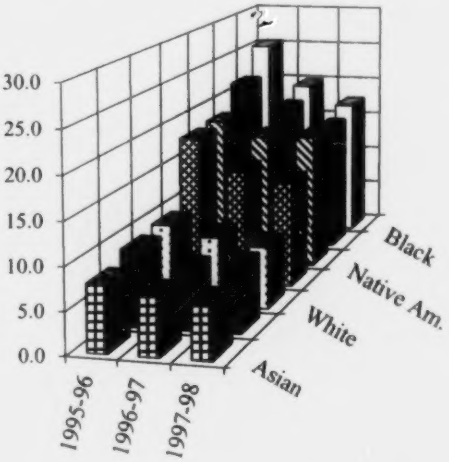
Comparison Group: One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.

Analysis: The public high school graduating class increased by 5.1 percent over last year. The number of Asian graduates increased by 8 percent and Latino graduates rose by 7 percent. The increase in Native American graduates was also above average. More than 15 percent of the1998 graduating class were Asian graduates while Latino graduates comprised 31 percent of that year's graduates. The representation of both Black students and White students dropped slightly with White students comprising only 45.5 percent of the 1998 graduating class.

B.

One-Year and Four-Year Derived Dropout Rates in California's Public High Schools by Gender andRacial/Ethnic Group, 1995-96 To 1997-98





	One-Year Rate				Four-Year Derived Rate		
	1995-96	1996-97	1997-98		1995-96	1996-97	1997-98
Asian	2.0	1.7	1.6	**Asian**	7.8	6.8	6.3
Pacific Islander	4.7	3.7	3.3	**Pacific Islander**	18.0	14.1	13.0
Filipino	2.3	1.7	1.9	**Filipino**	9.0	6.9	7.7
Black	6.7	5.2	4.4	**Black**	25.3	19.9	17.4
Native American	4.6	4.2	4.2	**Native American**	18.3	16.5	16.7
Latino	5.7	4.8	4.1	**Latino**	21.7	18.6	16.3
White	2.4	2.0	1.9	**White**	9.5	8.3	7.5
Men	4.2	3.6	3.2	**Men**	16.6	14.3	12.9
Women	3.6	3.0	2.6	**Women**	13.9	11.8	10.4
Total	**3.9**	**3.3**	**2.9**	**Total**	**15.3**	**13.0**	**11.7**

Definition of Measure: The one-year dropout rate for grade 9 through 12 of California public high schools by racial/ethnic groups as reported by the State Department of Education's Demographic Unit.

Use(s) of Measure: This revised measure describes the State's drop-out rate using a method consistent with national event drop-out rates, grades 10-12, reported by National Center for Education Statistics (NCES).

Related Measures: Measure III.A. describes this measure's counterpart of completes. Measures G. and H. describe the cumulative impact of this group on the educational attainment level of the adult population.

Comparison Group: This revised methodology that is consistent with national reporting requirements for computing dropout rates has been computed since 1991-92 only.

Analysis: The high school drop-out rates continued to decline in 1997-98 whether the rate considered was a one-year rate or a four-year derived rate. The drop-out rate for men continued to be greater than that for women but the differential decreased. The drop-out rates decreased among students from all racial-ethnic groups except Filipino students and Native American students. Major differentials persisted in drop-out rates, with Black, Latino, Native American, and Pacific Island students twice as likely to drop out as Asian, Filipino, or White students.

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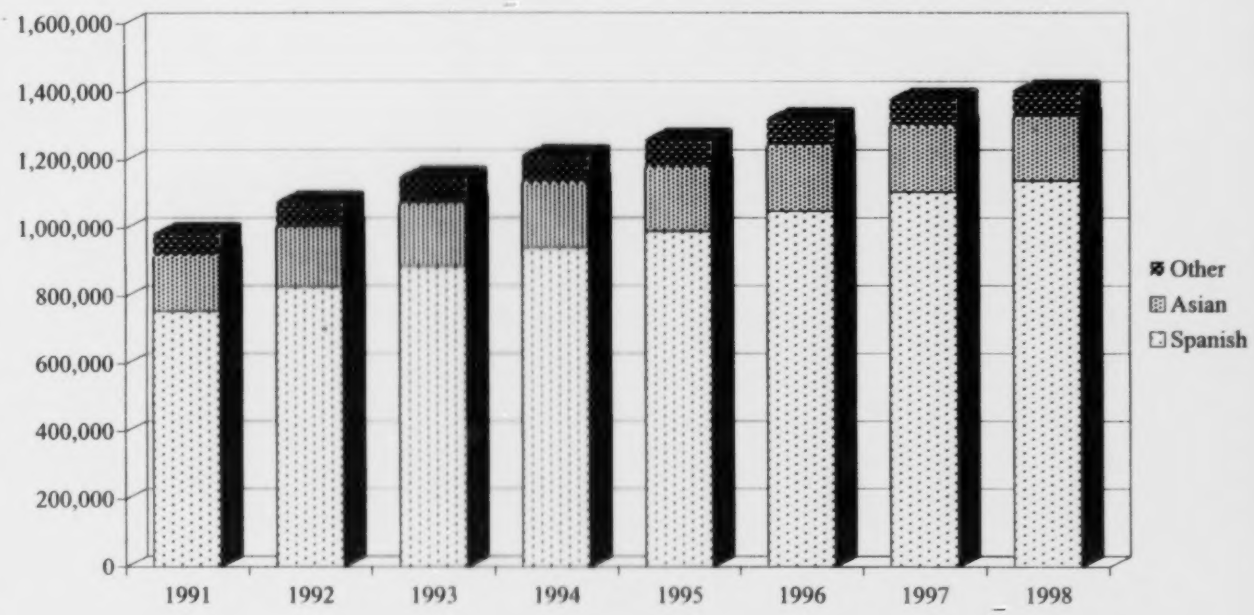
C.

California's Public School Students Identified as Limited English Proficient, 1991 to 1998



Language	1991	1992	1993	1994	1995	1996	1997	1998
Spanish	755,359	828,036	887,757	943,559	990,801	1,051,125	1,107,186	1,140,197
Asian	162,833	175,829	184,626	189,816	187,042	192,366	192,467	186,739
Other	68,270	74,840	79,436	81,843	85,139	80,276	81,740	79,230
TOTAL	986,462	1,078,705	1,151,819	1,215,218	1,262,982	1,323,767	1,381,393	1,406,166
Percent of Total Enrollments	19.9	21.1	22.2	23.1	23.6	24.2	24.6	24.6

Definition of Measure: The number of students in California public schools identified as having limited English proficiency by major language group as reported by the State Department of Education's Language Census Report.

Use(s) of Measure: This measure describes changes in the numbers of students in public schools with English proficiency and representation among all enrolled students.

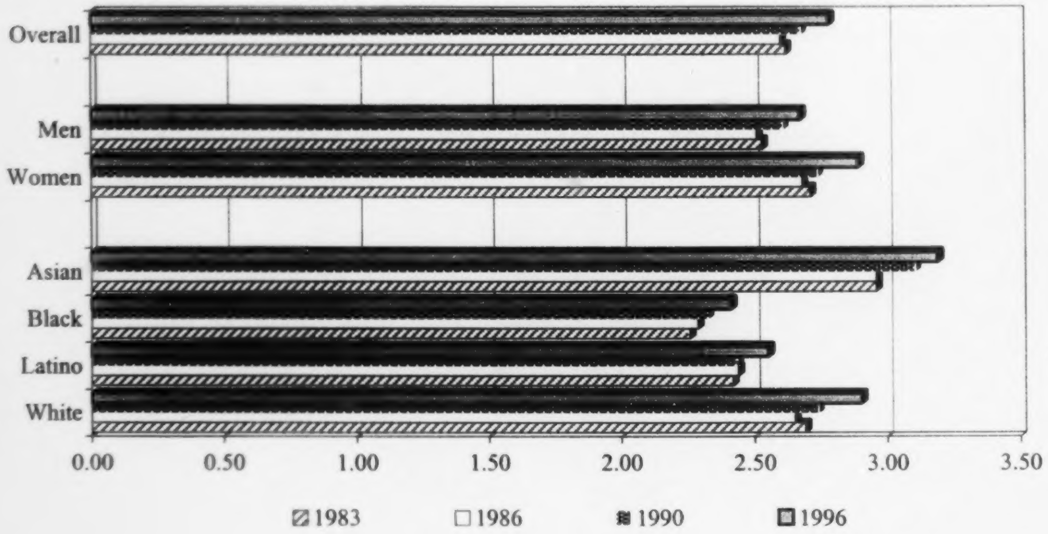
Related Measures: Measure I.F. presents representation of limited English proficiency in the adult population in California.

Comparison Group: The composition of LEP students by major language group is included to underscore the increasing numbers of students from diverse language backgrounds.

Analysis: While the number of California public school students with limited English proficiency (LEP) increased by 25,000 students, the proportion did not change from the previous year. The number LEP students whose primary language was Spanish increased by 33,000 students, raising this proportion of the LEP population from 80 to 81 percent. At the same time, the proportion of LEP student from other language backgrounds decreased proportionally, leaving the overall percentage of LEP students unchanged from last year.

D.

Estimated Grade-Point Average of Public High School Graduates, 1983, 1986, 1990, and 1996



	1983	1986	1990	1996
Overall	2.62	2.60	2.68	2.78
Men	2.53	2.51	2.61	2.67
Women	2.71	2.68	2.74	2.89
Asian	2.96	2.96	3.11	3.19
Black	2.26	2.29	2.33	2.41
Latino	2.42	2.44	2.44	2.55
White	2.69	2.65	2.74	2.90

Definition of Measure: The grade-point average for public high school graduates statewide, by gender and major racial/ethnic groups, are estimates based on sample data drawn for the 1983, 1986, 1990, and 1996 High School Eligibility Studies of the California Postsecondary Education Commission.

Use(s) of Measure: This measure provides the only indicator of average grade point achievement for California public school graduates. It provides a general indicator for the entire population of graduates but its usefulness is limited by the lack of data on the range of graduates' grade-point averages.

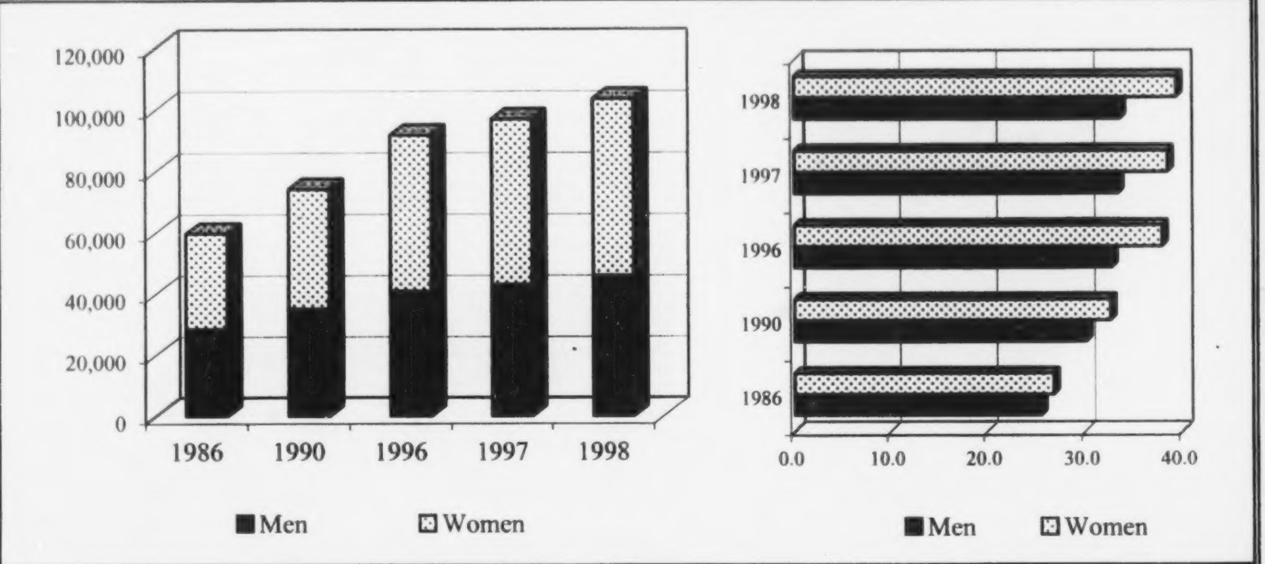
Related Measures: Measure III.E. describing graduates' completing the "a-f" university preparatory curricula provides another achievement indicator. Measure IV.A. provides college choice behaviors that may be related to levels of academic performance.

Comparison Groups: These data are available only for those years in which Eligibility Studies were completed and for those student subgroups for which valid estimates could be generated due to sample size.

Analysis: Average grades again increased statewide between 1990 and 1996. The increase in average grades for women was somewhat larger than the increase in men's average grades. The largest increase in average grades was posted by White graduates, followed closely by the increase in grades earned by Latino graduates. Smaller than average increases occurred among Black and Asian graduates. Increased participation in honors and AP courses probably acounted for some of the increase.

E.1.a.

California Public High School Graduates Completing University Preparatory Curriculum by Gender, 1986, 1990, and 1996 to 1998



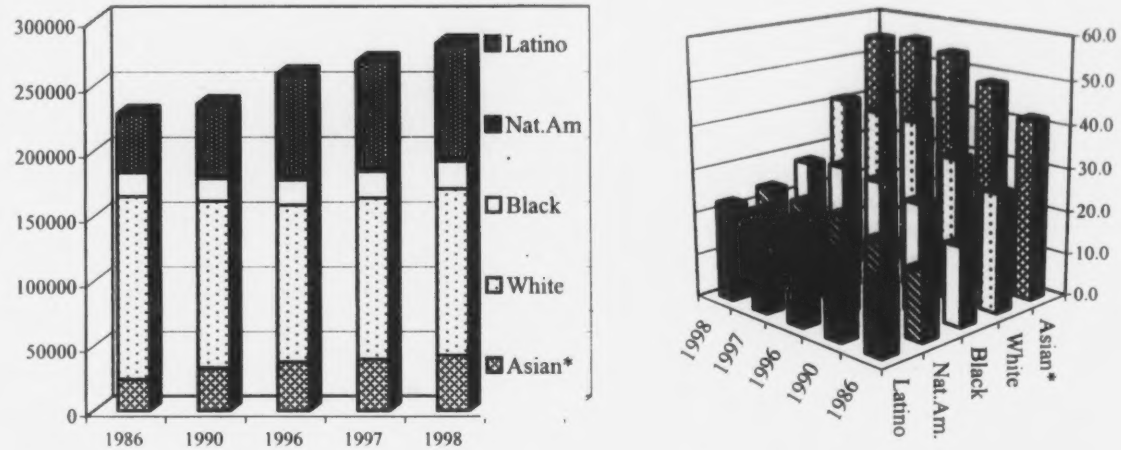
	Number of "A-F" Completers					Percent of Graduates				
	1986	**1990**	**1996**	**1997**	**1998**	**1986**	**1990**	**1996**	**1997**	**1998**
Men	28,530	35,064	40,734	43,077	45,847	25.4	30.1	32.7	33.4	33.6
Women	31,199	39,071	50,964	53,802	57,574	26.7	32.6	37.9	38.4	39.4
Total	**59,729**	**74,135**	**91,698**	**96,879**	**103,421**	**26.1**	**31.3**	**35.4**	**36.0**	**36.6**

* *Includes Asians, Filipinos and Pacific Islanders*

Definition of Measure	The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by gender, as reported by the State Department of Education (CBEDS).
Use(s) of Measure:	This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.
Related Measures:	Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.
Comparison Group:	Data by gender are presented because of substantial variations in their enrollment rates. The years 1986 and 1990 are used as baselines with the three most recent years, providing trend data since the last two Eligibility Studies.
Analysis:	Despite the substantial increase in public high school graduates, the proportion of these graduates completing a university preparatory curriculum also increased. Increases in the proportions of women completing this coursework -- 1 percentage point -- was far greater than the increase among men -- only 0.2 of a percentage point. Women continued to expand their relative academic advantage over men in terms of academic course work completed during high school.

E.1.b.

Racial/Ethnic Background of California Public High School Graduates Completing University Preparatory Curriculum, 1986, 1990, and 1996 to 1998



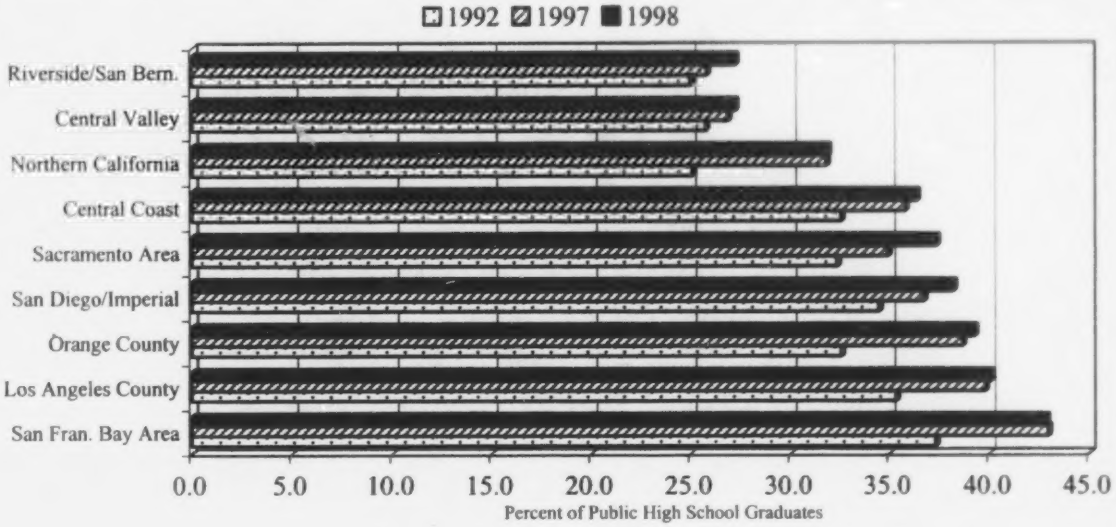
	Number of "A-F" Completers					Percent of Graduates				
	1986	1990	1996	1997	1998	1986	1990	1996	1997	1998
Asian*	10,035	15,831	20,071	21,852	23,325	41.8	48.1	53.6	55.4	54.6
Black	3,398	4,435	5,429	6,029	5,884	18.5	25.4	27.9	29.1	27.8
Latino	6,916	10,730	17,529	18,747	20,884	15.9	19.4	22.3	22.9	23.8
Native American	273	369	549	554	566	16.5	19.5	24.0	23.4	22.5
White	39,107	42,770	48,120	49,694	52,695	27.7	33.1	39.7	39.9	41.0
Other					67					18.6
Total	**59,729**	**74,135**	**91,698**	**96,876**	**103,421**	**26.1**	**31.3**	**35.4**	**36.0**	**36.6**

** Includes Asians, Filipinos and Pacific Islanders*

Definition of Measure:	The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major racial/ethnic groups, as reported by the State Department of Education (CBEDS).
Use(s) of Measure:	This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.
Related Measures:	Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.
Comparison Group:	Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The years 1986 and 1990 are used as baselines with the three most recent years, providing trend data since the last two Eligibility Studies.
Analysis:	The increase in graduates completing a university preparatory curriculum was not equitably distributed among graduates from different racial-ethnic groups. The proportion of Asian graduates completing this coursework declined somewhat but remained well over 50 percent. The numbers of graduates with this academic preparation increased for each group except for Black graduates, which decreased by 2.4 percent . Due the larger increase in population, the proportion of graduates completing the university required course preparation declined for each group in 1998 except for Latino and White graduates.

E.2.

California Public High School Graduates Completing University Preparatory Curriculum, By Major Geographic Region, 1992, 1997, and 1998



	Number of "A-F" Completers			Percent of Graduates		
	1992	1997	1998	1992	1997	1998
San Francisco Bay Area	17,120	20,559	21,323	37.3	42.9	42.8
Los Angeles County	22,984	27,728	28,896	35.3	39.8	40.1
Orange County	7,187	8,697	9,397	32.5	38.6	39.2
San Diego/Imperial	7,320	8,612	9,411	34.5	36.7	38.2
Sacramento Area	4,113	5,218	5,993	32.3	34.9	37.4
Central Coast	5,153	5,924	6,516	32.5	35.8	36.4
Northern California	2,383	3,525	3,619	25.1	31.8	31.9
Central Valley	7,527	9,277	9,953	25.8	26.9	27.2
Riverside/San Bernardino	5,759	7,339	8,313	25.0	25.8	27.2
Total	**79,546**	**96,879**	**103,421**	**30.7**	**36.0**	**36.6**

Definition of Measure: The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major geographic region, as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.

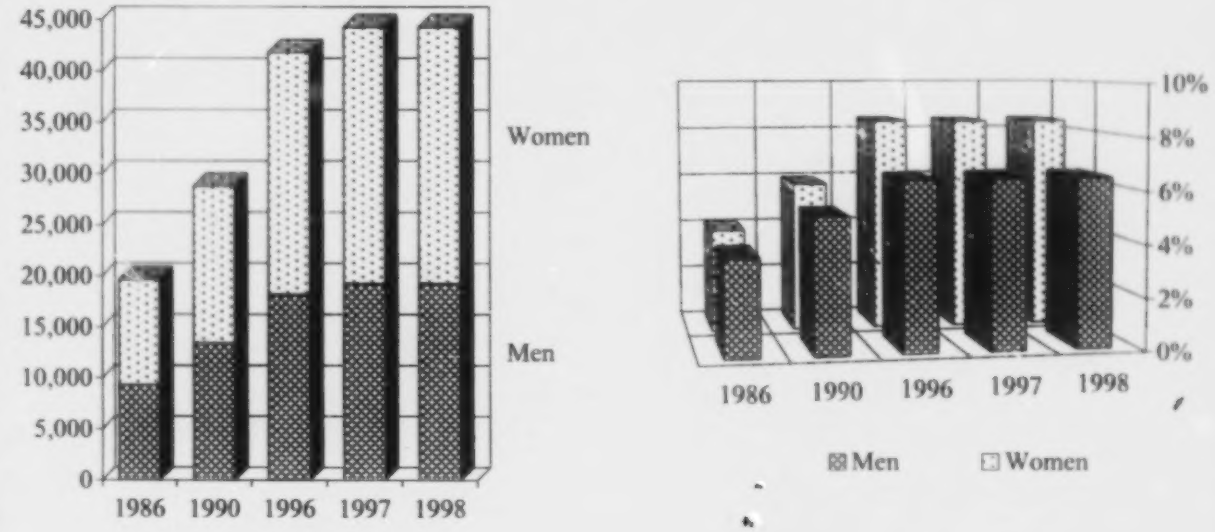
Related Measures: Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.

Comparison Group: Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The year 1992 is used as baseline with the current year to provide comparison data.

Analysis: All regions contributed to the statewide increase in the number of graduates completing a university preparatory curriculum. The largest percentage increases occurred in the Sacramento region, Riverside/San Bernardino counties, and San Diego/Imperial counties. Northern California and Los Angeles County showed the least improvement, growing at less than the statewide average of 6.7 percent. Growth in participation in Orange County, the Central Valley and the Central Coast was nearer, though still above, statewide average. The differences among regions decreased somewhat.

F.1.

California's Twelfth Grade Men and Women Participating in Advanced Placement (AP) Examinations, 1986, 1990, 1996 to 1998



	Number of Test Takers					Percent of All High School Graduates				
	1986	1990	1996	1997	1998	1986	1990	1996	1997	1998
Men	9,345	13,437	18,172	19,235	20,973	3.7%	5.2%	6.4%	6.5%	6.7%
Women	10,288	15,367	23,665	25,053	27,266	4.1%	5.9%	8.3%	8.4%	8.7%
Total	**19,633**	**28,804**	**41,837**	**44,288**	**48,239**	**7.8%**	**11.1%**	**14.6%**	**14.9%**	**15.5%**

Definition of Measure: The number of California twelfth-graders participating in Advanced Placement (AP) exams by gender as reported by the College Board and as a percent of all California high school graduates.

Use(s) of Measure: This measure provides another indicator of student achievement during high school as these exams are on college level work.

Related Measures: Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.

Comparison Group: Historical and recent year data are shown to illustrate the magnitude of change over time while differential participation by group highlights an area of on-going policy concern.

Analysis: The proportion of California's 12th grade students taking AP tests increased by 9 percent bringing the statewide participation rate to 15.5 percent of all 1998 graduates. While the the number of women taking these tests increased more than the number of men, their rate of increase was relatively the same. Women maintained their relative academic advantage over men in terms of taking these exams.

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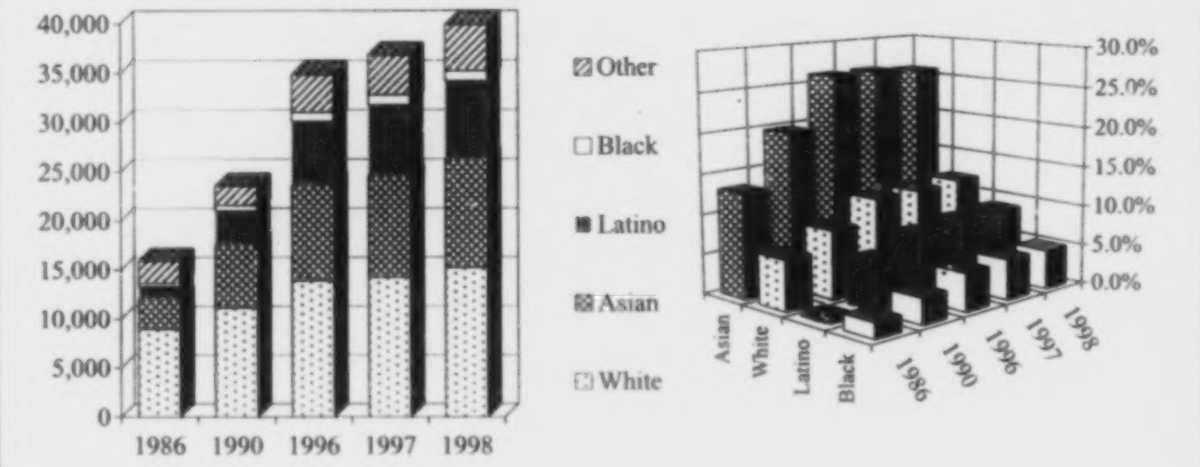
F.2.

Racial/Ethnic Background of Twelfth Grade Advanced Placement Test Takers from California Public Schools, 1986, 1990, 1996 to 1998



	Number of Test Takers					Percent of Each Group's Graduates				
	1986	**1990**	**1996**	**1997**	**1998**	**1986**	**1990**	**1996**	**1997**	**1998**
Asian	3,150	6,475	9,794	10,353	11,045	13.2	19.7	26.2	26.2	25.9
Black	356	567	924	1,055	1,041	2.0	3.2	4.8	5.1	4.9
Latino	1,206	3,399	6,399	7,153	7,916	2.8	6.2	8.1	8.7	9.0
Other	2,218	1,919	3,791	3,951	4,622					
White	8,979	11,173	13,929	14,296	15,254	6.4	8.7	11.5	11.5	11.9
Total	**15,909**	**23,533**	**34,837**	**36,808**	**39,878**	**7.0**	**10.0**	**13.4**	**13.7**	**14.1**

Definition of Measure The number of California public high school twelfth-graders participating in Advanced Placement (AP) exams by major racial/ethnic group as reported by the College Board report and these participants as a percent of each group's graduates.

Use(s) of Measure: This measure provides another indicator of student achievement during high school as these exams are on college level work.

Related Measures: Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.

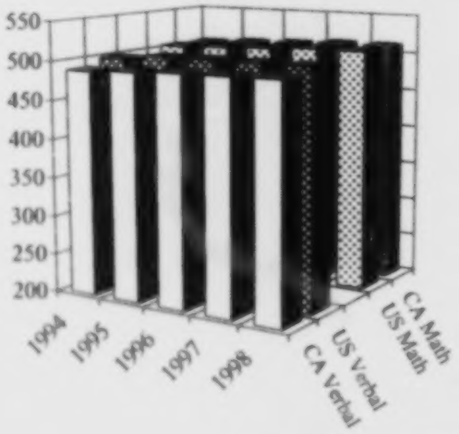
Comparison Group: Historical and recent year data are shown to illustrate the magnitude of change over time while differential participation by group highlights an area of on-going policy concern.

Analysis: The number of public high school 12th graders taking AP exams increased by 8.3 percent over last year, raising their overall participation rate to 14.1 percent. When compared to their total population, the proportion of White and Latino 12th graders increased their participation in these tests while the proportion of Black and Asian 12th graders dropped. Substantial disparities persisted in the participation rates, with one in four Asian 12th graders taking AP tests, one in nine White students, one in 11 Latino students, and only one in 25 Black students taking these tests.

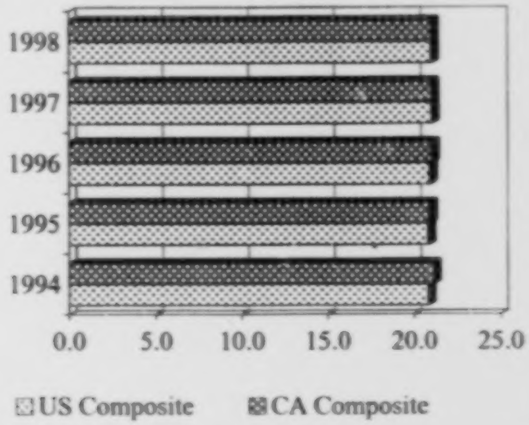
G.1.

Achievement of California Students Taking the SAT I and the ACT Examinations as Compared to National Achievement, 1994 to 1998

SAT Scores



ACT Score

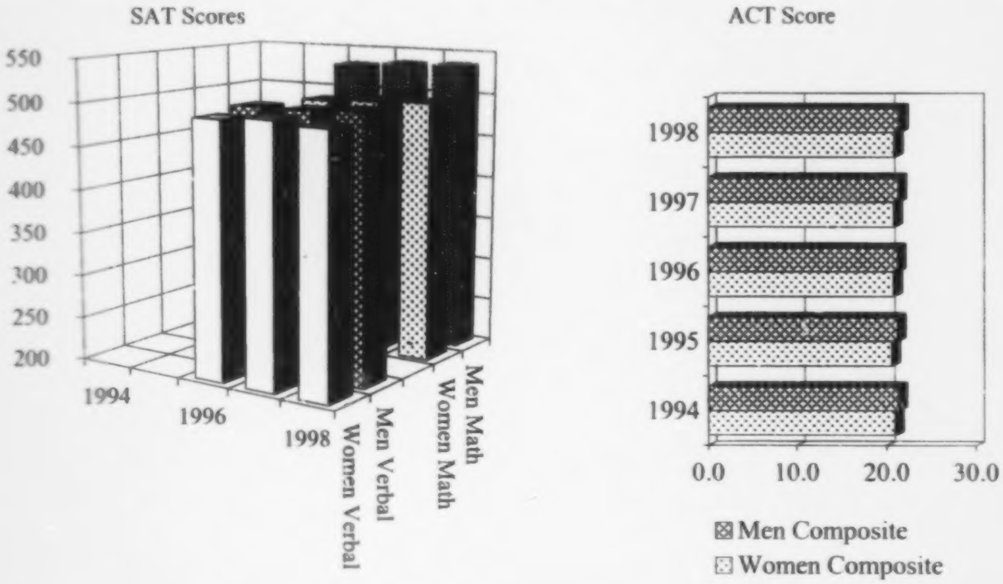


	California					National				
Scores	1994	1995	1996	1997	1998	1994	1995	1996	1997	1998
SAT Verbal	489	492	495	496	497	499	504	505	505	505
SAT Math	506	509	511	514	514	504	506	508	511	511
ACT Composite	21.1	20.9	21.0	21.0	21.0	20.8	20.8	20.9	21.0	21.0
Participation										
SAT	127,004	127,364	132,711	137,860	142,139	1,050,386	1,067,993	1,084,725	1,127,021	1,172,779
ACT	29,116	33,741	31,663	34,323	35,396	891,714	945,369	924,663	959,301	995,039

Definition of Measure:	The number of students participating and their average scores on the SAT I as reported by the College Board and on the ACT as reported by ACT.
Use(s) of Measure:	This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.
Related Measures:	Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.
Comparison Group:	As these examinations are used by many universities across the nation, the national comparison is provided as an indicator of California students' achievement in the national arena.
Analysis:	California students continued to expand their participation and improve their performance on the SAT I test while their participation on the ACT test increased and their ACT Composite score was unchanged over the last three years. However, growth in the number of test-takers -- about 3 percent in 1998 -- had not kept pace with growth in the size of the graduating class.

G.2.

Achievement of California Men and Women on the SAT I and the ACT, 1994 to 1998



	Men					Women				
Scores	1994	1995	1996	1997	1998	1994	1995	1996	1997	1998
SAT Verbal	*Awaiting Recentered*		499	499	502	*Awaiting Recentered*		492	496	492
SAT Math	*Scores*		532	536	537	*Scores*		494	497	499
ACT Composite	21.4	21.2	21.2	21.3	21.5	21.0	20.6	20.8	20.8	20.9
Participation										
SAT	58,605	58,320	59,871	60,942	64,782	68,399	69,044	70,959	73,808	77,357
ACT	11,519	13,126	12,092	12,866	13,088	17,597	20,615	19,571	21,457	22,308

Definition of Measure: The number of men and women participating and their average scores on the SAT I as reported by the College Board and on the ACT as reported by ACT.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

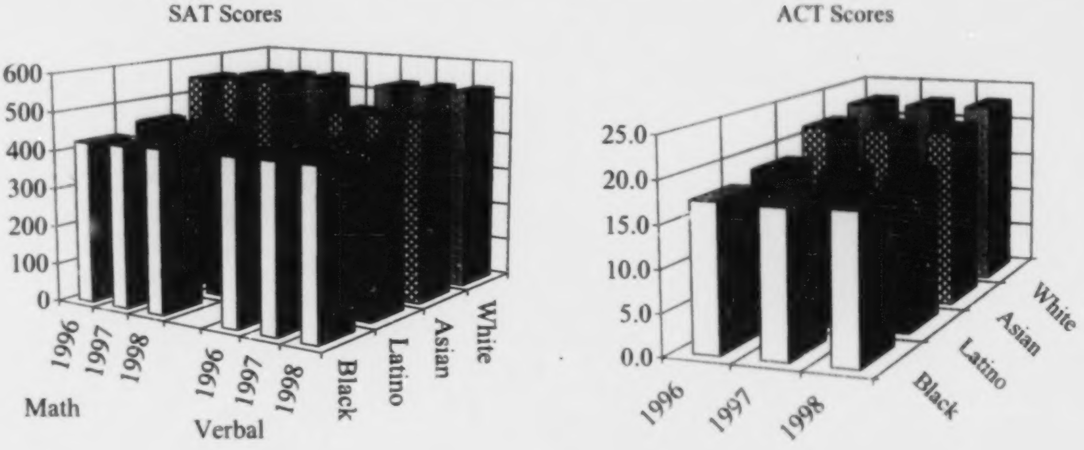
Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

Comparison Group: This measure illustrates differences in scores and participation of California men and women.

Analysis: While men improved their scores on all three college admission tests, women saw their two-point gain in SAT-Math score overwhelmed by a four-point decline in their SAT-Verbal score. Women's ACT Composite score improved slightly. While the number of women taking these tests continued to exceed that of men, growth in the participation of men in 1998 on the SAT exceeded growth among women, reversing a long-term trend. However, growth in women's participation on the ACT continued to exceed that of men.

G.3.

Achievement of Californians by Major Racial/Ethnic Group on the SAT I and the ACT, 1996 to 1998



SAT Scores

ACT Scores

Scores	SAT Verbal 1996	SAT Verbal 1997	SAT Verbal 1998	SAT Math 1996	SAT Math 1997	SAT Math 1998	ACT Composite 1996	ACT Composite 1997	ACT Composite 1998
Asian	484	486	488	546	550	550	21.6	21.6	21.6
Black	431	432	433	422	424	428	17.5	17.4	17.6
Latino	446	444	445	451	452	454	18.6	18.4	18.5
White	531	531	532	535	538	540	22.7	22.7	22.9

Participation	SAT Asian	SAT Black	SAT Latino	SAT White	ACT Asian	ACT Black	ACT Latino	ACT White
1996	27,357	9,175	23,586	54,601	4,829	2,796	6,147	12,378
1997	28,405	9,010	24,183	55,069	5,174	3,047	6,317	12,751
1998	29,889	8,868	25,589	56,217	5,563	3,103	6,856	13,529

Definition of Measure: The number of Californians from the major racial/ethnic groups participating and their average scores on the SAT I as reported by the College Board and on the ACT as reported by ACT.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

Comparison Group: This measure illustrates differences in scores and participation of Californians from different racial/ethnic groups.

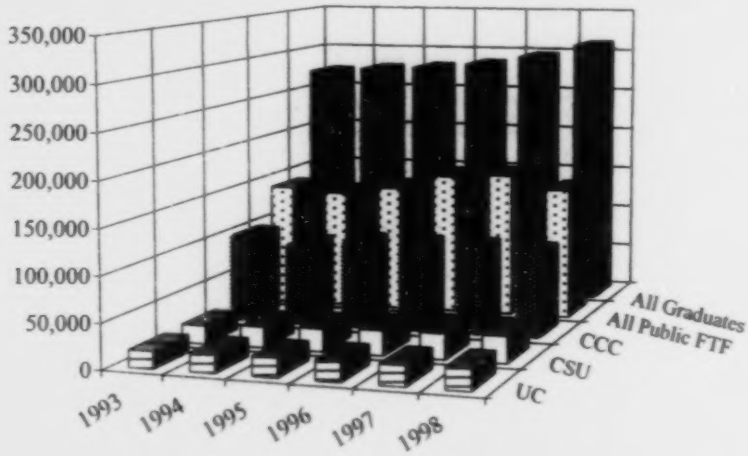
Analysis: Test scores improved among students from all racial-ethnic groups except Asian students. Their SAT-Math scores, already the highest of any group, did not change in 1998 and the ACT Composite score was also unchanged. Black test-takers had the largest increases in their average scores. Participation increased among students from all groups on both tests with one exception. Fewer Black students took the SAT I in 1998, the second year in which Black particiaption decreased on this test.

Section 4

Student Access

A.1.

California Public and Private High School Graduates Enrolling as First-time Freshmen at California Public Colleges and Universities, 1993 to 1998



	California Public & Private High School Graduates	First-Time Freshmen							
		University of California		California State University		California Community Colleges		All Public First-Time Freshmen	
1993	272,800	19,281	7.1	20,534	7.5	101,072	37.0	140,887	51.5
1994	277,384	20,312	7.3	23,433	8.4	93,223	33.6	136,968	49.4
1995	280,352	21,196	7.6	25,638	9.1	98,651	35.2	145,485	51.9
1996	286,069	22,168	7.7	28,088	9.8	98,940	34.6	149,196	52.2
1997	296,281	22,587	7.6	28,750	9.7	99,476	33.6	150,813	50.9
1998	311,732	23,496	7.5	30,089	9.7	97,250	31.2	150,835	48.4

Definition of Measure: The number and proportion of all California high school graduates enrolling as first-time freshmen at California public postsecondary institutions, as defined by those who are 19 years old or younger.

Use(s) of Measure: This measure has been used historically as an indicator of changes in freshman participation patterns of recent California high school graduates.

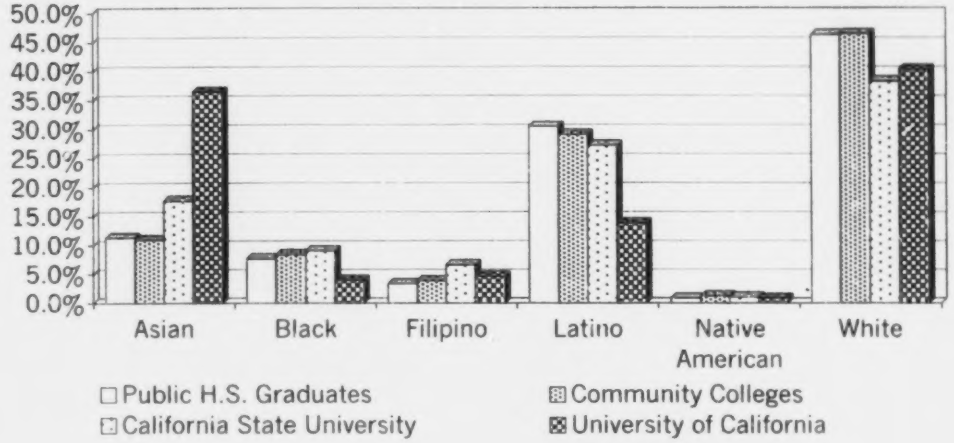
Related Measures: Indicator IV.A.2. presents the racial/ethnic composition of 1998 public high school graduates and A.3. shows their proportions enrolling in public colleges and universities.

Comparison Group: Comparison of all public first-time freshmen to high school graduates provides an indicator of college-going behavior among recent graduates. The system comparison provides an indicator of the distribution of these graduates among the public systems in California.

Analysis: The number of first-time freshmen enrolling in the two public universities increased substantially between 1993 and 1998, increasing by 22 percent at the University and 46 percent at the State University. The number of California high school graduates enrolling in community colleges declined by nearly 4 percent over the same time period.

A.2

California 1998 Public High School Graduates and Those Enrolling as First-time Freshmen in California Public Colleges and Universities by Racial/Ethnic Group in Fall 1998



			First-Time Freshmen					
	All Public High School Graduates		**California Community Colleges***		**California State University**		**University of California**	
Asian/Pacific Islander	33,148	11.7%	9,587	11.3%	4,146	17.9%	6,656	38.6%
Black	21,165	7.5%	6,212	7.3%	1,786	7.7%	601	3.5%
Filipino	9563	3.4%	3,395	4.0%	1,552	6.7%	875	5.1%
Latino	87,742	31.0%	26,687	31.5%	6,144	26.5%	2,384	13.8%
Native American	2,513	0.9%	943	1.1%	205	0.9%	137	0.8%
White	128,405	45.4%	38,020	44.8%	9,313	40.2%	6,600	38.3%
Total	**282,897**							

** Total includes graduates with unknown race/ethnicity*

Definition of Measure: The racial/ethnic composition of 1998 California public high school graduates and the first-time freshmen, 19 and under, from these schools who enrolled in public postsecondary education in Fall 1998as reported by the systems to the Commission.

Use(s) of Measure: This measure illustrates differences in public college-going behaviors of California public high school graduates by racial/ethnic group.

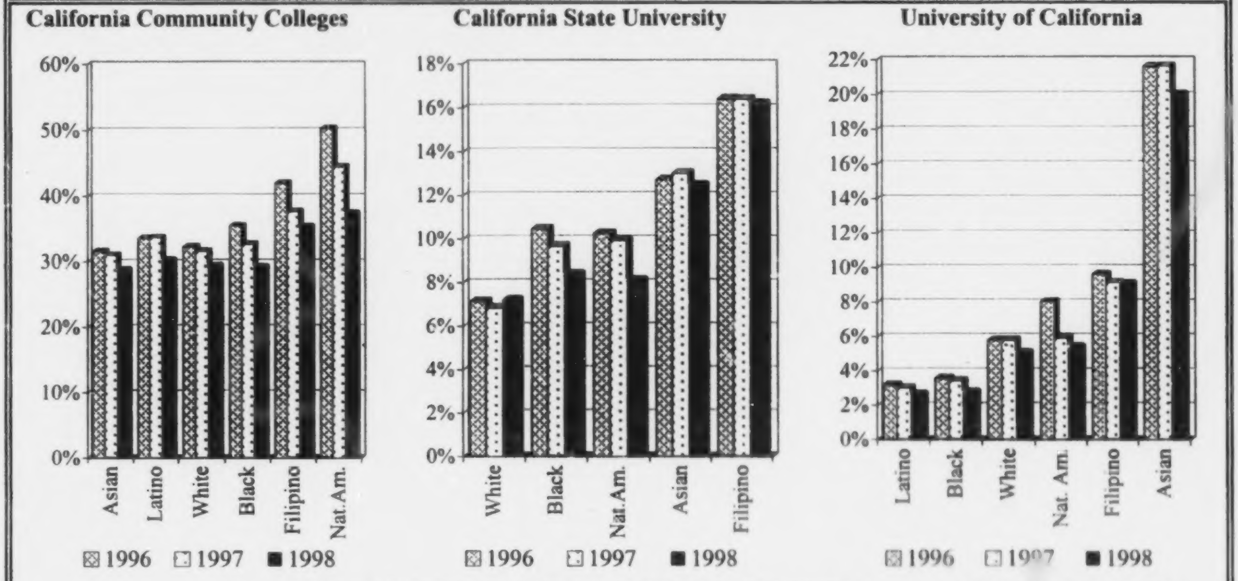
Related Measures: Indicator IV.A.1. gives overall college-going rate information over time and A.3. shows the proportion of each group enrolling at each system. Section III provides contextual data for this measure.

Comparison Group: The public high school graduating class is the primary source population for freshmen in California's colleges and universities. The racial/ethnic diversity of the freshman classes is a reflection of this population's diversity and differences in students' preparation for college.

Analysis: Overall, the racial-ethnic composition of the Fall 1998 first-time freshmen enrolled in community colleges closely mirrored the composition of recent public high school graduates. Asian and Filipino first-time freshmen enrolled in the State University and the University are a larger proportion of the student body than they represent among recent high school graduates, wbile the proportion of Latino and White first-time freshmen is less than their proportions of public high school graduates. Black first-time freshmen at the University are substantially less than their proportional share of recent public high school graduates.

A.3.

College-Going Rates of California Public High School Graduates, by Racial/Ethnic Group, Fall 1996 to Fall 1998

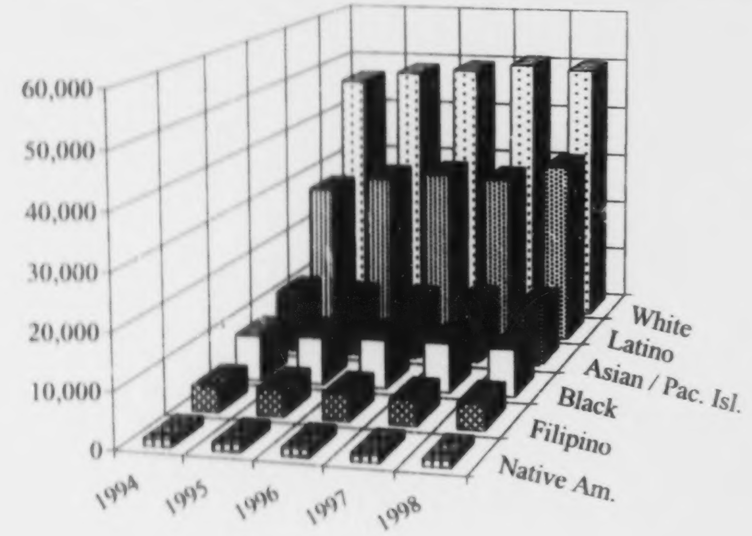


	California Community Colleges			California State University			University of California		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
Asian/Pacific Islander	31.6%	31.0%	28.9%	12.7%	13.0%	12.5%	21.6%	21.6%	20.1%
Black	35.5%	32.7%	29.4%	10.5%	9.7%	8.4%	3.6%	3.5%	2.8%
Filipino	42.0%	37.7%	35.5%	16.4%	16.4%	16.2%	9.6%	9.2%	9.1%
Latino	33.6%	33.7%	30.4%	7.5%	7.4%	7.0%	3.2%	3.0%	2.7%
Native American	50.3%	44.5%	37.5%	10.3%	9.9%	8.2%	8.0%	5.9%	5.5%
White	32.3%	31.7%	29.6%	7.1%	6.9%	7.3%	5.8%	5.8%	5.1%

Definition of Measure	The proportion of recent public high school graduates enrolling in public postsecondary education as first-time freshmen, 19 and under, in the Fall term, by racial/ethnic group, in the last three years, as reported by the systems to the Commission.
Use(s) of Measure:	This measure illustrates changes in public college-going behaviors of recent California public high school graduates by racial/ethnic group over the last three years.
Related Measures:	Indicator IV.A.1. and 2. gives overall college-going rate information over time. The measures in Section III provide contextual data for this measure.
Comparison Group:	Changes in participation in California's public colleges and universities, by racial/ethnic group over time reflect student choices and opportunities.
Analysis:	The proportion of California public high school graduates enrolling in the Community College and the University in Fall 1998 declined for all racial-ethnic groups. College going rates for public high school graduates to the state University declined for all racial-ethnic groups except White graduates.

B.1.

First-Time Freshmen by Racial/Ethnic Group at the California Community Colleges, Fall 1994 to Fall 1998



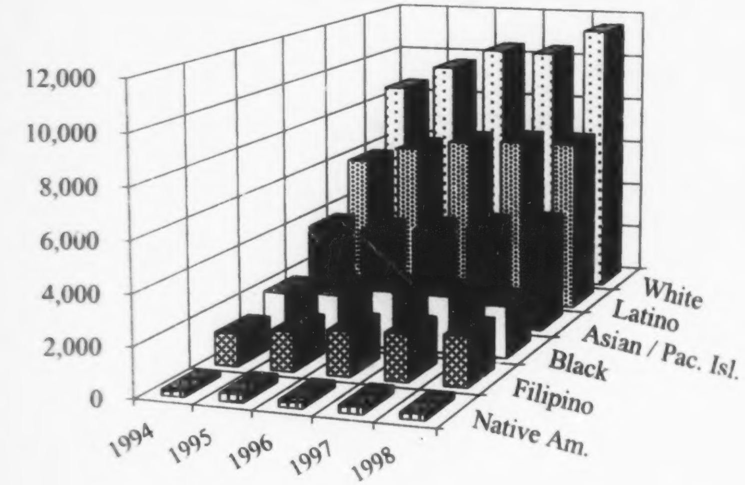
Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Unknown Ethnicity
1994	107,656	11,480	8,316	4,550	27,601	1,335	1,914	46,357	2,630
1995	113,633	11,048	8,759	4,816	30,329	1,450	2,067	48,386	3,244
1996	118,158	11,026	9,143	4,761	31,592	1,413	2,326	49,303	4,431
1997	121,424	11,739	9,178	4,468	31,053	1,367	2,520	50,684	7,165
1998	121,844	12,081	8,768	4,679	34,068	1,251	2,756	49,963	6,631
5-Year Percent Change	13.2	5.2	5.4	2.8	23.4	-6.3	44.0	7.8	152.1

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure:	Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California Community Colleges to the Commission.
Use(s) of Measure:	This measure describes changes in the number and racial/ethnic composition of entering freshmen, as reported at first census.
Related Measures:	Measure IV.A.2. describes the 1998 cohort from California public schools while IV.B.2. and IV.B.3. present these data for the California State University and the University of California.
Comparison Group:	Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.
Analysis:	Overall, the number of first-time freshmen enrolled in the California Community Colleges has increased annually over the last five years, increasing by 13 percent over that time. Changes in enrollment varied by racial-ethnic group. The Asian first-time freshman enrollment increased steadily but modestly. The numbers of Black and White first-time freshmen peaked in Fall 1996 and decreased annually thereafter. Native American enrollment peaked in 1995 and has decreased annually thereafter. Fall 1998 Latino enrollment nearly returned to its high point of Fall 1996.

B.2.

First-Time Freshmen by Racial/Ethnic Group at the California State University, Fall 1994 to Fall 1998



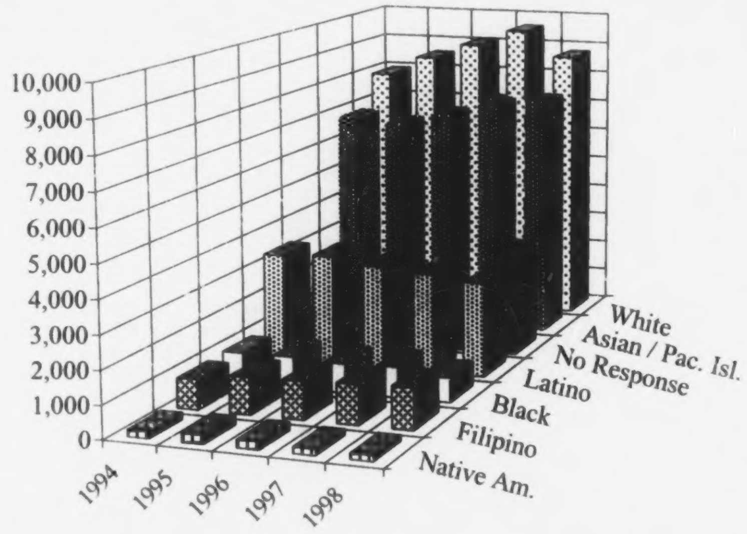
Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Response
1994	24,023	3,818	1,939	1,321	5,903	235	552	8,570	1,020
1995	26,454	3,796	2,017	1,588	6,588	317	746	9,612	1,348
1996	29,000	3,965	2,357	1,797	6,973	270	870	10,462	1,853
1997	29,822	4,267	2,342	1,883	7,111	289	900	10,429	2,131
1998	31,352	4,475	2,123	2,012	7,137	244	486	11,504	2,396
5-Year Percent Change	30.5	17.2	9.5	52.3	20.9	3.8	-12.0	34.2	134.9

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure:	Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California State University to the Commission.
Use(s) of Measure:	This measure describes changes in the number and racial/ethnic composition of all entering freshmen.
Related Measures:	Measure IV.A.2. describes the 1998 cohort from California public schools while IV.B.1. and IV.B.3. present these data for the community colleges and the University of California.
Comparison Group:	Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.
Analysis:	Overall, first-time freshman enrollments increased 5 percent over last year and more than 30 percent over their level five years ago. While the number of freshmen from all racial-ethnic groups grew over their level five years ago, current year declines in enrollment occurred among Black and Native American freshmen. The greatest growth was manifested among Filipino and white freshmen and freshmen who did not indicate their ethnic background.

B.3.

First-Time Freshmen by Racial/Ethnic Group at the University of California, Fall 1994 to Fall 1998



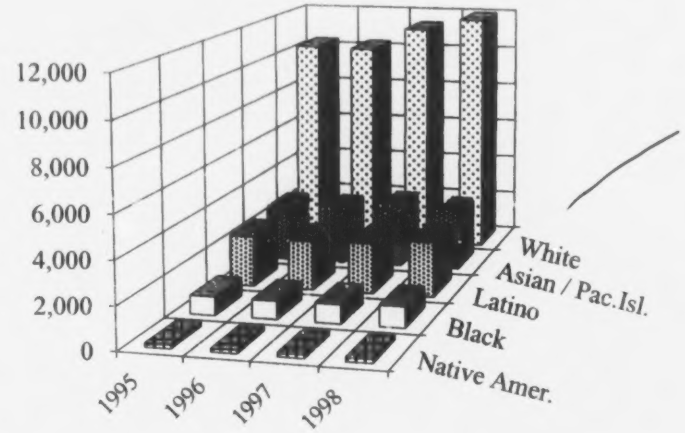
Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Ethnicity Unknown
1994	21,598	6,843	952	911	3,344	208	344	7,915	764
1995	22,548	6,702	970	1,108	3,425	258	414	8,540	825
1996	23,523	7,085	900	1,145	3,203	239	467	9,084	1,097
1997	24,251	7,496	936	1,191	3,085	190	477	9,570	1,008
1998	25,463	7,671	749	1,252	2,929	173	391	8,750	3,235
5-Year Percent Change	17.9	12.1	-21.3	37.4	-12.4	-16.8	13.7	10.5	323.4

Note: Racial/ethnic composition excludes nonresident aliens.

Definition of Measure:	Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the University of California to the Commission.
Use(s) of Measure:	This measure describes changes in number and racial/ethnic composition of entering freshmen.
Related Measures:	Measure IV.A.2. describes the 1998 cohort from California public schools while IV.B.1. and IV.B.2. present these data for the community colleges and the California State University.
Comparison Group:	Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.
Analysis:	First-time freshmen enrollments grew by five percent over their level last year and nearly 18 percent over their level five years ago. The largest growth occurred among freshmen who did not indicate their ethnic background. Comparisons of changes in enrollments among other ethnic groups is confounded by this unknown group. Among students with known ethnicity the representation of Black, Latino, and Native American freshmen declined substantially.

B.4.

First-Time Freshmen by Racial/Ethnic Group at the California Independent Colleges and Universities, Fall 1995 to Fall 1998



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Latino	Native American	Other	White	Ethnicity Unknown
1995	17,921	2,762	884	2,445	176	590	10,313	1,282
1996	18,095	2,791	872	2,385	153	793	10,248	853
1997	19,697	3,109	918	2,441	169	859	11,361	840
1998	20,504	2,974	997	2,664	183	991	11,934	761
4-Year Percent Change	14.4	7.7	12.8	9.0	4.0	68.0	15.7	-40.6

Note: Racial/ethnic composition excludes nonresident aliens but total includes them.

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California independent colleges and universities on the IPEDS Fall Enrollment Survey.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of all entering freshmen.

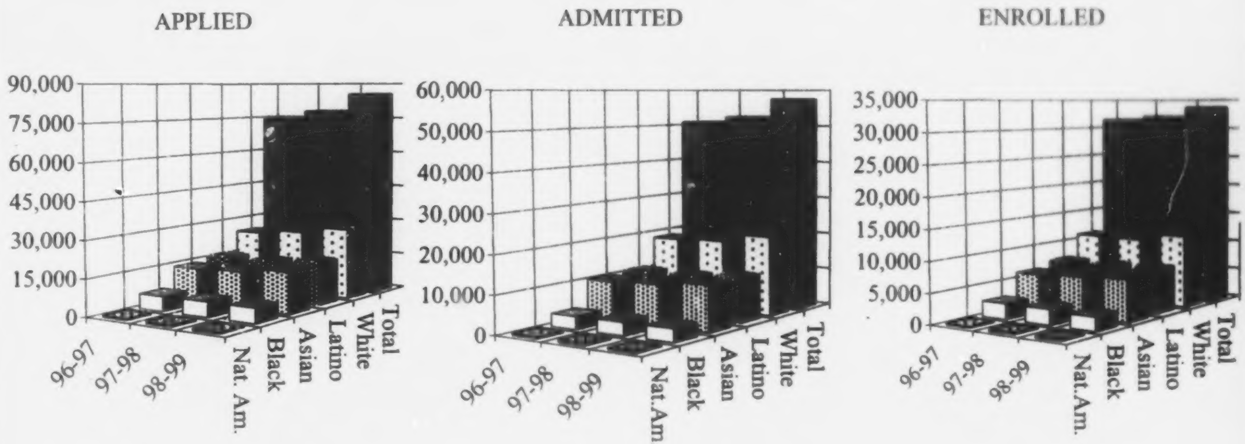
Related Measures: Measure IV.A.2. describes the 1995 cohort from California public schools enrolling in public higher education and IV.B1 to IV.B.3. present these data for public postsecondary education.

Comparison Group: Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: Total freshman enrollment in independent colleges and universities increased 4 percent in the last year and 14 percent over the last four years. Freshman enrollment has increased steadily for all racial-ethnic groups since 1995, except for Asian freshmen, which declined four percent in Fall 1998. The number of freshmen for whom race-ethnicity was unknown declined substantially since Fall 1995.

C.1.

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the California State University, 1996-97 to 1998-99

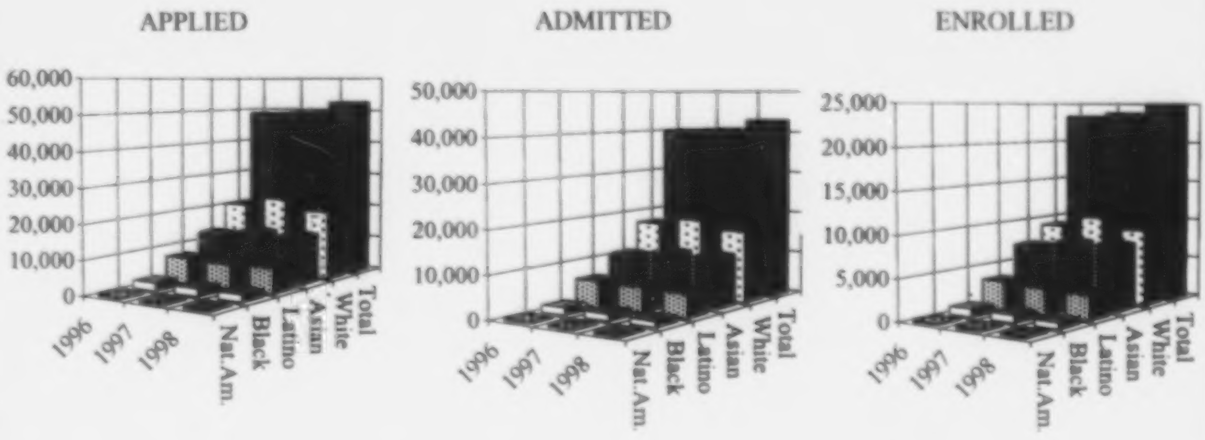


		Asian		Black		Latino		Native American		White		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1996-97	**Applied**	14,316		6,094		16,811		737		24,825		73,800	
	Admitted	10,368	72.4	3,366	55.2	11,277	67.1	493	66.9	18,672	75.2	50,596	68.6
	Enrolled	6,216	60.0	2,563	76.1	7,478	66.3	287	58.2	11,036	59.1	31,259	61.8
1997-98	**Applied**	14,907		6,146		16,749		752		26,481		77,497	
	Admitted	10,851	72.8	3,456	56.2	11,296	67.4	463	61.6	19,127	72.2	52,227	67.4
	Enrolled	6,501	59.9	2,546	73.7	7,482	66.2	304	65.7	10,993	57.5	31,853	61.0
1998-99	**Applied**	16,750		6,065		18,179		685		29,079		85,207	
	Admitted	12,046	71.9	3,439	56.7	12,196	67.1	429	62.6	21,186	72.9	57,280	67.2
	Enrolled	6,910	57.4	2,264	65.8	7,574	62.1	260	60.6	12,137	57.3	33,546	58.6

Definition of Measure:	The number of applicants, those admitted and those enrolling as first-time freshmen at the California State University, as reported by CSU Division of Analytic Studies.
Use(s) of Measure:	This measure describes the disposition of applications for freshmen enrollment at the State University and provides some sense of changes in enrollment demand.
Related Measures:	Measures IV.A. and IV.B. provide statewide context. Measure IV.C.2. shows these data for the University of California.
Comparison Group:	Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.
Analysis:	The number of freshman applicants jumped 9.9 percent since 1996-97. Applicants from all racial-ethnic groups except Black and Native American contributed to this increase. Overall acceptance rates declined slightly but was relatively stable for each group except White and Native American applicants whose rates dropped 2.3 and 4.3 percentage points, respectively. Enrollment rates declined overall and for each ethnic group except Native American students. Growth in new freshmen once again stemmed from the large increase in number of applicants.

C.2.

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the University of California, 1996 to 1998



		Asian		Black		Latino		Native American		White		Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
1996	**Applied**	14,320		2,305		7,191		414		22,081		48,585	
	Admitted	11,951	83.5	1,628	70.6	5,744	79.9	360	87.0	18,362	83.2	40,007	82.3
	Enrolled	7,866	65.8	888	54.5	3,209	55.9	237	65.8	9,953	54.2	23,189	58.0
1997	**Applied**	14,806		2,141		6,933		358		23,054		49,030	
	Admitted	12,450	84.1	1,556	72.7	5,740	82.8	309	86.3	18,900	82.0	40,427	82.5
	Enrolled	8,110	65.1	917	58.9	3,131	54.5	183	59.2	10,567	55.9	23,682	58.6
1998	**Applied**	14,677		2,151		7,285		408		20,224		52,301	
	Admitted	12,441	84.8	1,368	63.6	5,503	75.5	316	77.5	16,949	83.8	42,741	82.5
	Enrolled	8,245	66.3	739	54.0	2,948	53.6	168	53.2	9,336	55.1	24,877	58.6

Definition of Measure The number of applicants, those admitted, and those enrolling as first-time freshmen at the University of California, as reported by the University of California.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at the University and provides some sense of changes in enrollment demand.

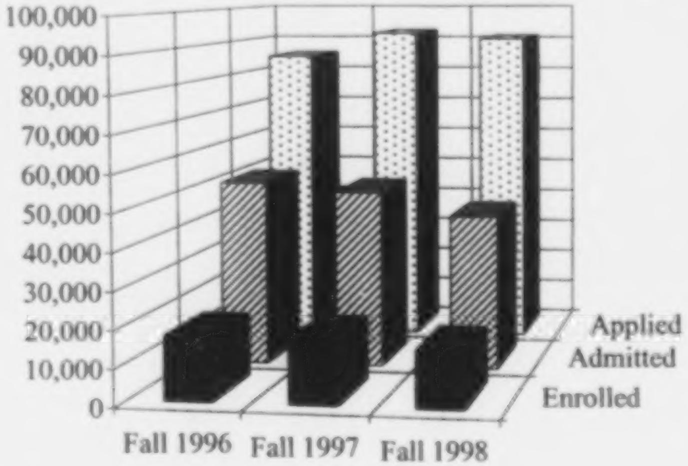
Related Measures: Measures IV.A. and IV.B. provide statewide context and C.1. shows State University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: The number of freshmen applicants increased by 6.7 percent in 1998. The acceptance rate and enrollment rates were virtually unchanged. Thus, growth in the freshman class stemmed exclusively from increased applicants. The number of students of unknown ethnicity increased by over 300 percent, undermining any analysis of differences in rates of acceptance and enrollment. Among students of known ethnicity, acceptance and enrollment rates declined among all students except Asian and White applicants.

C.3.

Disposition of Applications for Freshmen Admission at California Independent Colleges and Universities, Fall 1996 to Fall 1998



	Fall 1996		Fall 1997		Fall 1998	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Applied	85,201		92,398		90,824	
Admitted	51,512	60.5	49,364	53.4	42,995	47.3
Enrolled	17,715	34.4	17,713	35.9	15,514	36.1
Number of institutions	50		50		45	

Definition of Measure The number of applicants, those admitted and those enrolling as first-time freshmen at reporting independent colleges and universities.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.

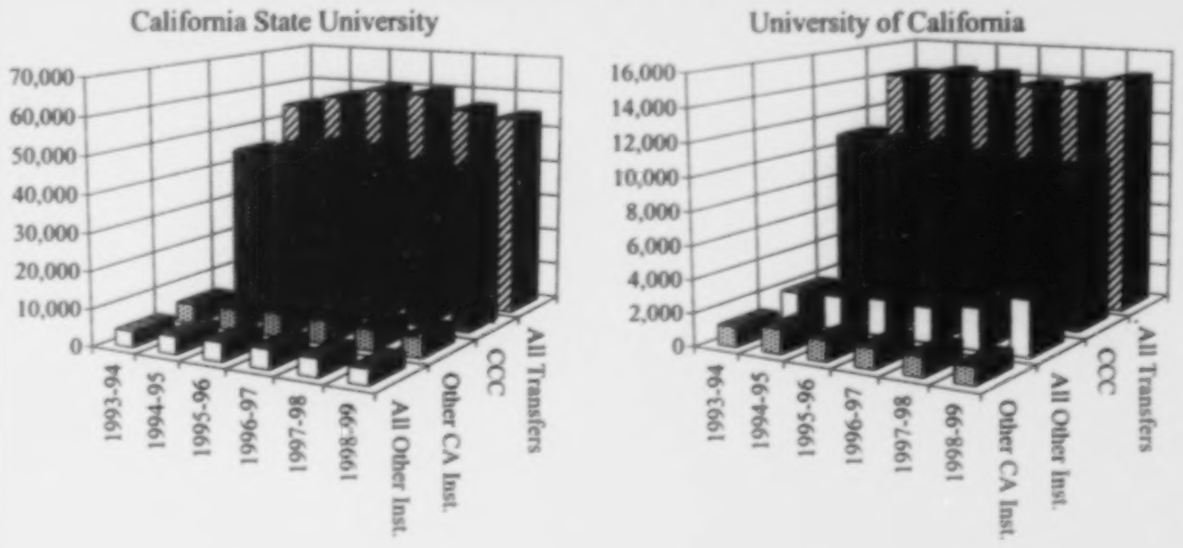
Related Measures: Measures IV.A. and IV.B. provide statewide context. Measure IV.C.1. and C.2. shows these data for the State's public universities.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: With five fewer institutions reporting, it is difficult to interpret trends in applications, acceptance rates and enrollment rates. On the average, the reporting institutions had an increase in applicants, a somewhat lower acceptance rate and a somewhat higher enrollment rate than those institutions reporting last year.

D.

Origins of New Undergraduate Transfer Students to the California State University and the University of California, Full-Year 1993-94 to 1998-99



	California State University				University of California			
Full Year	**All New Transfer Students**	**California Community Colleges**	**Other California Institutions**	**All Other Institutions**	**All New Transfer Students**	**California Community Colleges**	**Other California Institutions**	**All Other Institutions**
1993-94	54,189	44,454	5,474	4,261	14,083	10,940	1,218	1,925
1994-95	57,330	46,912	5,666	4,752	14,462	10,915	1,501	2,046
1995-96	60,153	48,688	6,399	5,066	14,381	10,879	1,257	2,245
1996-97	59,783	48,349	6,192	5,242	13,880	10,479	1,227	2,174
1997-98	56,081	45,545	5,665	4,871	13,909	10,193	1,187	2,529
1998-99	54,601	44,989	5,394	4,218	14,650	10,161	1,079	3,410

Definition of Measure: Number of transfer students enrolling during the academic year by institution of origin type, as reported by the California State University and the University of California to the Commission.

Use(s) of Measure: This measure describes changes in the number and origin of new students entering beyond the first-time freshman level.

Related Measures: Measure IV. E. describes the racial/ethnic composition of community college transfers and IV.F. describes the pattern of applicants, admits and enrollments of these transfers.

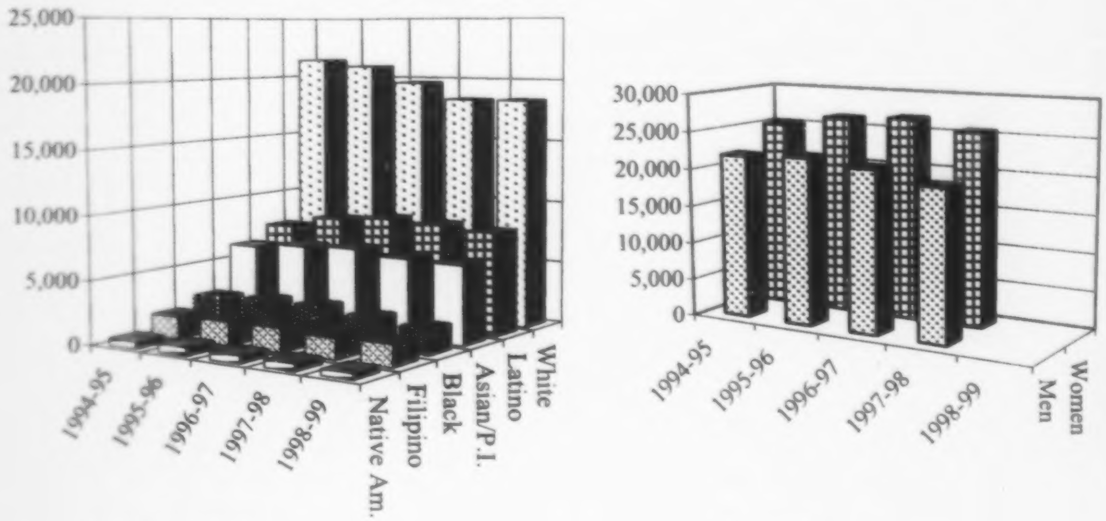
Comparison Group: Differences in representation of transfer students from different source institutions over the last six years relates to major Master Plan and legislated transfer policies.

Analysis: The number of students transferring from the California Community Colleges to the State's public universities continued to decline. This was the third year of decline at the State University and the fifth year at the University. At the State University, similar declines occurred among the number of students transferring from other institution as well. At the University, these decreases were consistent with drops in students transferring from other types of California institution; students transferring from institutions outside of California increased.

E.1.

Full-Year Community College Transfers by Racial/Ethnic Group and Gender to the California State University, 1994-95 to 1998-99

Transfer Students



Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Ethnicity Unknown	Men	Women
1994-95	46,912	6,212	2,654	1,739	7,437	539	21,402	39,983	5,328	21,836	25,076
1995-96	48,688	6,562	2,836	1,840	8,334	641	20,931	41,144	5,973	22,246	26,442
1996-97	48,349	6,741	2,799	1,867	8,661	604	19,623	40,295	6,551	21,525	26,824
1997-98	45,546	6,346	2,442	1,626	8,464	565	18,341	37,784	6,287	19,955	25,591
1998-99	44,989	6,230	2,105	1,711	8,201	475	18,375	37,097	7,892	NA	NA

Definition of Measur Number of new community college transfer students for the academic year, by racial/ethnic group, as reported by the State University to the Commission.

Use(s) of Measure: This measure describes the racial/ethnic composition of the pool of new community college transfers to the State University over the full academic year.

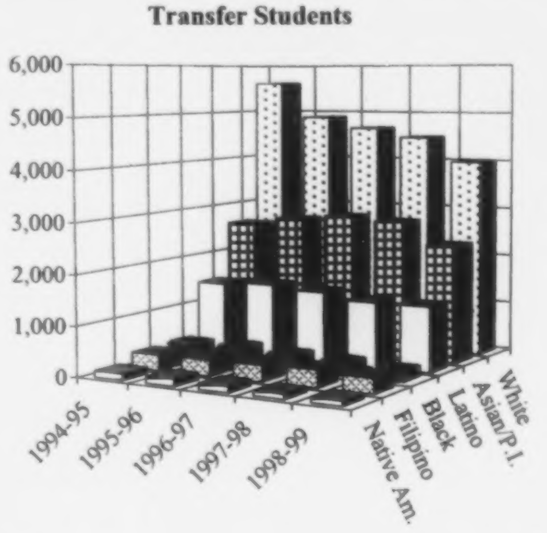
Related Measures: Measure IV.E.2. describes the University's community college transfer pool while Measure IV.F.1. describes the applicant, admit, and enrollment pattern for these transfers.

Comparison Group: Full-year transfer data over the last five years by racial/ethnic group provides an indicator of the relative impact of transfer on baccalaureate opportunities for different groups of students.

Analysis: The total number of community college transfers to the State University declined slightly in 1998-99 and 4 percent over the last five years. One year declines occurred for all groups except Filipino and White transfer students. Transfers from all racial-ethnic groups declined over the last five years except for Asian and Latino community college transfer students.

E.2.

Full-Year Community College Transfers by Racial/Ethnic Group to the University of California, 1994-95 to 1998-99



Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Ethnicity Unknown	Men	Women
1994-95	10,915	2,610	364	306	1,452	129	5,614	10,475	440	Not	
1995-96	10,879	2,767	386	310	1,503	137	4,888	9,991	888	Currently	
1996-97	10,479	2,863	333	318	1,430	124	4,664	9,732	747	Available	
1997-98	10,193	2,806	293	340	1,300	102	4,487	9,328	865		
1998-99	10,161	2,377	228	296	1,302	97	4,000	8,300	1,861		

Definition of Measure: Number of new community college transfer students for the academic year, by racial/ethnic group, as reported by the University to the Commission.

Use(s) of Measure: This measure describes the racial/ethnic composition of the pool of new community college transfers to the University over the full academic year.

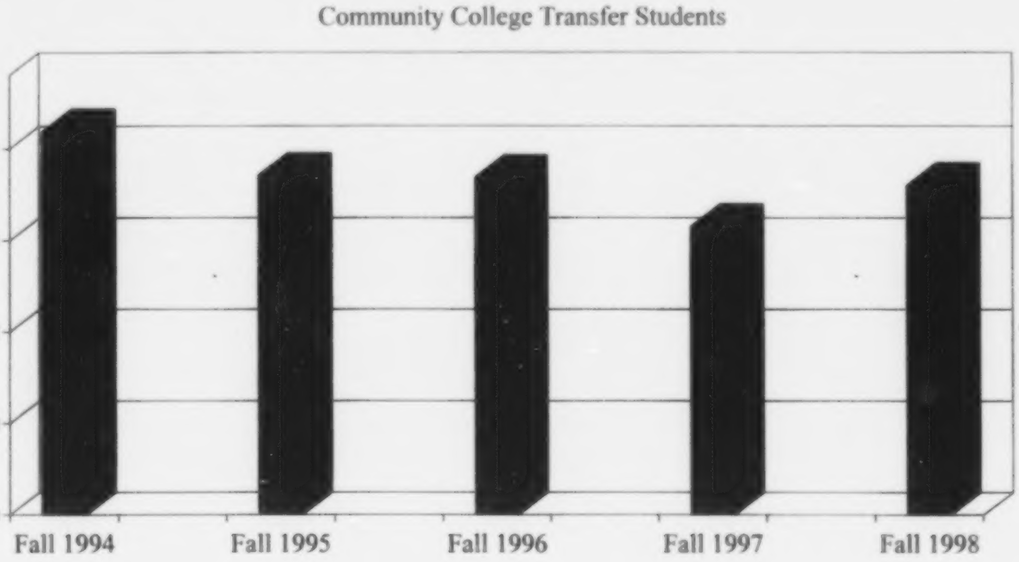
Related Measure: Measure IV.E.1. describes the State University's community college transfer pool while Measure IV.F.2. describes the applicant, admit, and enrollment pattern for these transfers.

Comparison Group: Full-year transfer data over this period provides an indicator of the relative impact of transfer on baccalaureate opportunities for students from different groups.

Analysis: Total community college transfers to the University in 1998-99 declined marginally from the previous year and 7 percent since 1994-95. Fewer community college transfer students from every racial-ethnic group contributed to the five year decline. Substantial increases among transfer students for whom race-ethnicity was unknown only partially offset declines among identifiable groups. Declines were greatest among Black, Asian, and Filipino transfer students in the most recent year.

E.3.

Community College Transfers Enrolling at 20 California Independent Colleges and Universities, Fall 1994 to Fall 1998

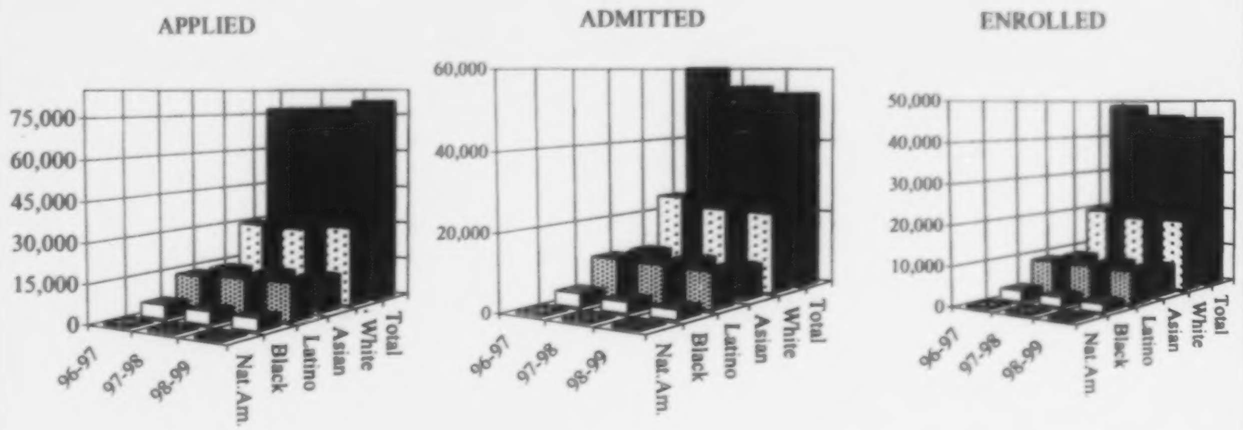


	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Community College Transfer Students	2,094	1,853	1,842	1,576	1,801

Definition of Measure:	Number of new community college transfer students for the academic year, as reported by 20 independent colleges and universities.
Use(s) of Measure:	This measure describes the pool of new community college transfers to independent colleges and universities over the full academic year.
Related Measures:	Measure IV.E.1 and E.2. describe the public universities' community college transfer pools while Measure IV.F.3 describes the applicant, admit, and enrollment pattern for these transfers.
Comparison Group:	These transfer data over the last four years provide some indication of shifts in the transfer objectives among some community college students seeking baccalaureate opportunities.
Analysis:	The number of California Community College students transferring to 20 independent colleges and universities increased by 14 percent in Fall 1998, reversing a three-year decline in these types of new students at these institutions. Additional years of data are needed to determine if this was a single year experience or a developing trend.

F.1.

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the California State University, 1996-97 to 1998-99



		Asian		Black		Latino		Native American		White		Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
1996-97	**Applied**	13,964		5,347		13,568		1,013		29,658		76,733	
	Admitted	10,930	78.3	3,591	67.2	10,585	78.0	761	75.1	24,369	82.2	60,331	78.6
	Enrolled	8,608	78.8	2,799	77.9	8,661	81.8	604	79.4	19,623	80.5	48,349	80.1
1997-98	**Applied**	13,997		5,088		14,206		1,108		29,139		77,165	
	Admitted	9,819	70.2	2,960	58.2	10,136	71.4	695	62.7	21,778	74.7	54,767	71.0
	Enrolled	7,972	81.2	2,442	82.5	8,464	83.5	565	81.3	18,341	84.2	45,546	83.2
1998-99	**Applied**	14,273		4,794		14,638		890		30,967		80,121	
	Admitted	9,201	64.5	2,573	53.7	9,822	67.1	574	64.5	21,576	69.7	52,990	66.1
	Enrolled	7,941	86.3	2,105	81.8	8,201	83.5	475	82.8	18,375	85.2	44,989	84.9

Definition of Measure The number of applicants, those admitted, and those enrolling as new community college transfer students at the California State University, as reported by the CSU Division of Analytic Studies.

Use(s) of Measure: This measure describes the disposition of applications for transfer enrollment at the State University and provides some sense of changes in enrollment demand.

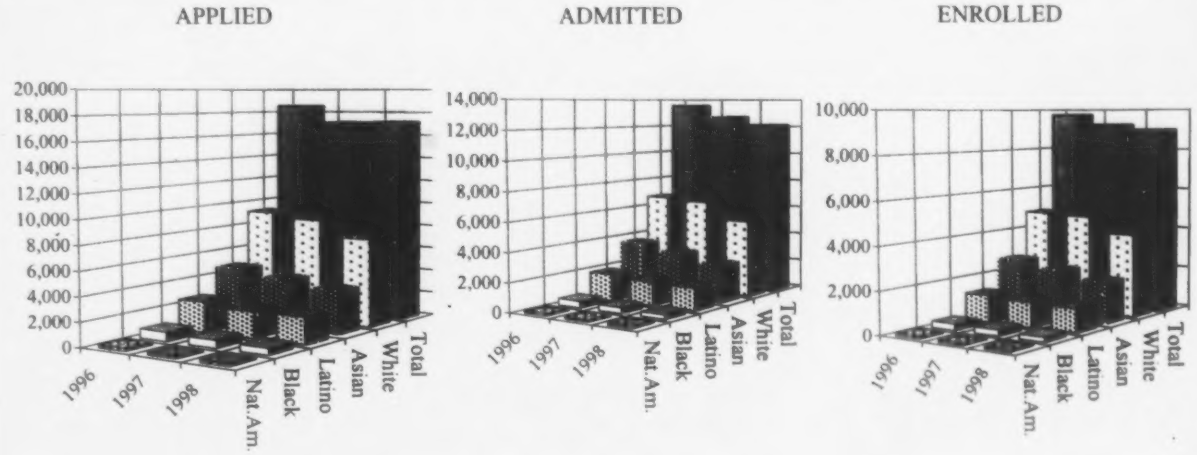
Related Measures: Measure IV.D. provides the statewide context. Measure IV.F.2 shows University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: Total community college transfer applicants grew by 3.8 percent this year. Increases among White applicants and those of unknown ethnicity contributed to this growth. The number of Black and Native American applicants actually decreased. Despite this growth in applicants, enrollment of community college transfer students declined at the State University due to a 5 percentage point drop in the acceptance rate. This decrease occurred for all racial-ethnic groups except Native Americans. The enrollment rates of these smaller pools of accepted students rose among all students except Black students and Latino students, which remained constant at 83.5 percent.

F.2.

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the University of California, 1996 to 1998



		Asian		Black		Latino		Native American		White		Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
1996	**Applied**	4,841		771		2,540		233		9,221		18,470	
	Admitted	3,703	76.5	455	59.0	1,829	72.0	159	68.2	6,738	73.1	13,494	73.1
	Enrolled	2,733	73.8	300	65.9	1,294	70.7	113	71.1	4,838	71.8	9,725	72.1
1997	**Applied**	4,275		637		2,203		180		8,820		17,021	
	Admitted	3,231	75.6	398	62.5	1,628	73.9	126	70.0	6,580	74.6	12,631	74.2
	Enrolled	2,389	73.9	287	72.1	1,176	72.2	91	72.2	4,761	72.4	9,206	72.9
1998	**Applied**	3,739		559		2,215		183		7,465		17,122	
	Admitted	2,724	72.9	312	55.8	1,562	70.5	122	66.7	5,370	71.9	12,076	70.5
	Enrolled	2,055	75.4	219	70.2	1,132	72.5	88	72.1	3,994	74.4	8,959	74.2

Definition of Measure: The number of applicants, those admitted, and those enrolling as new community college transfer students at the University of California, as reported by the University.

Use(s) of Measure: This measure describes the disposition of applications for enrollment as transfers at the University and provides some sense of changes in enrollment demand.

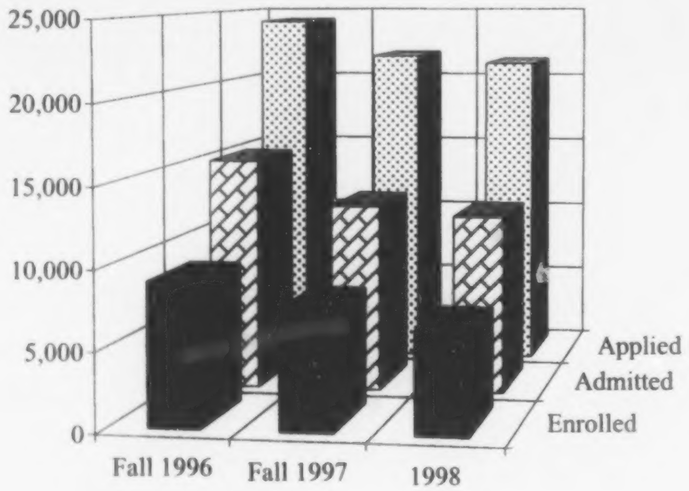
Related Measures: Measure IV.D. provides the statewide context. Measure IV.F.1 presents the State University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: Very little change occurred in the number of community college students applying to the University -- only 101 more students in 1998. Because the number of applicants of unknown ethnicity increased by over 200 percent, trends for other racial-ethnic groups were obscured. Only Latino and Native American applicants increased. In addition, the acceptance rate for all applicants dropped 3.7 percentage points. Despite a small increase in the enrollment rate, the former trends combined to generate smaller numbers of new community college transfer enrollments overall and for all racial-ethnic groups except those of unknown ethnicity.

F.3.

Disposition of Applications for Admission by Transfer Students at California Independent Colleges and Universities, Fall 1996 to Fall 1998

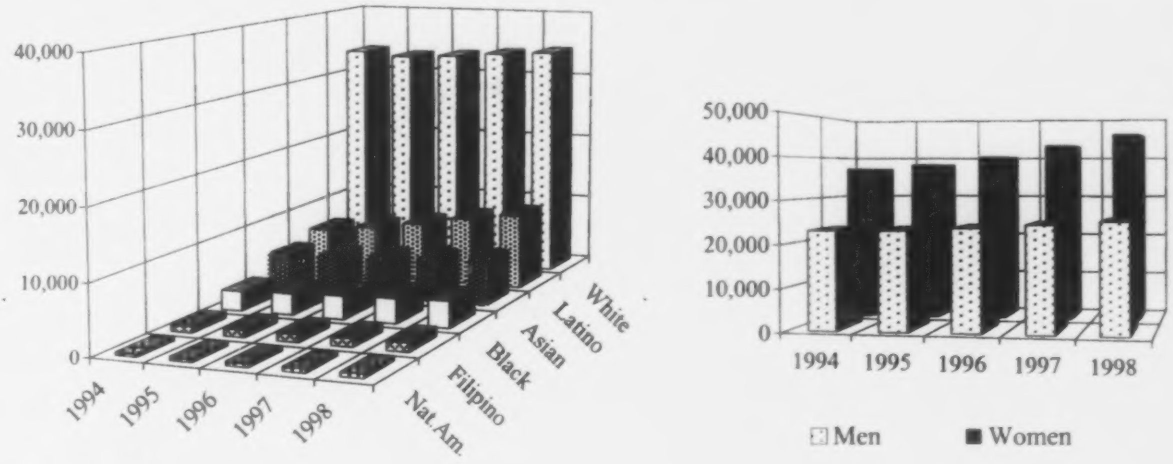


	Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent
Applied	24,244		21,773		21,291	
Admitted	15,249	62.9	12,314	56.6	11,725	55.1
Enrolled	9,050	59.3	7,573	61.5	6,451	55.0
Number of institutions	52		53		45	

Definition of Measure:	The number of applicants, those admitted and those enrolling as transfer students at the independent colleges and universities.
Use(s) of Measure:	This measure describes the disposition of applications for transfer enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.
Related Measures:	Measures IV.F.1. and 2. provide these data for the State's public universities.
Comparison Group:	Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.
Analysis:	Eight fewer independent colleges and universities reported on the number of new community college transfer students applying to their institutions for Fall 1998. On the average, they reported somewhat larger applicant pools but lower acceptance and enrollment rates, yielding a smaller number of new community college transfer students enrolling at these institutions.

G.1.

Graduate Enrollment by Racial/Ethnic Group at the California State University Fall 1994 and Fall 1998

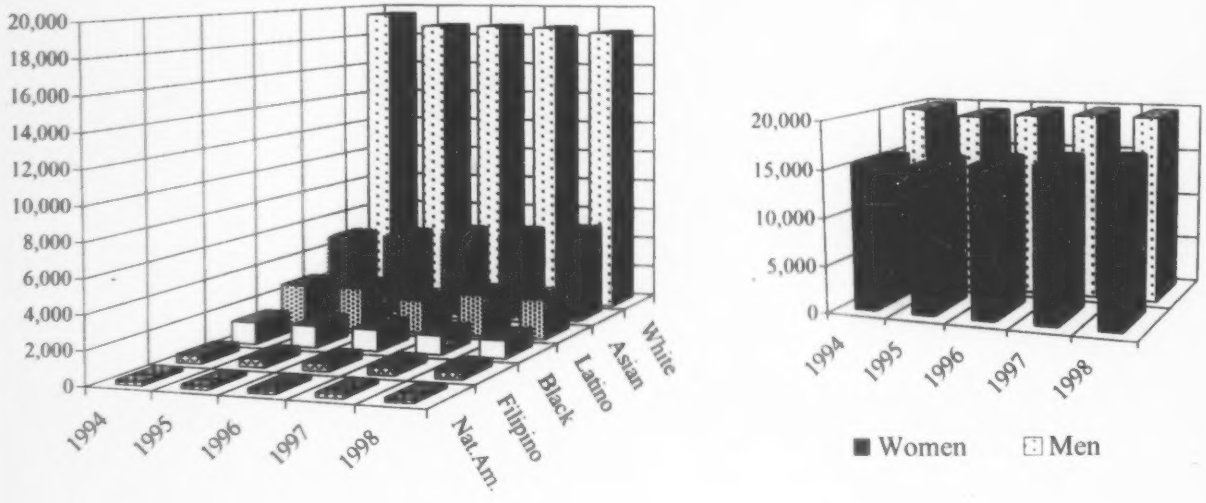


Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Men	Women	Ethnicity Unknown
1994	60,408	5,692	2,843	888	6,801	457	33,561	50,242	23,102	37,306	10,166
		11.3%	5.7%	1.8%	13.5%	0.9%	66.8%		38.2%	61.8%	16.8%
1998	71,199	6,908	3,861	1,342	10,956	622	34,390	58,079	25,525	45,674	13,120
		11.9%	6.6%	2.3%	18.9%	1.1%	59.2%		35.9%	64.1%	18.4%
Percent Change	17.9%	21.4%	35.8%	51.1%	61.1%	36.1%	2.5%	15.6%	10.5%	22.4%	29.1%

Definition of Measure:	Numbers of postbaccalaureate, graduate program, and joint doctoral students by racial/ethnic group and gender as reported by the State University to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers and diversity of post-baccalaureate and graduate students. Post-baccalaureate students are included because of the State University's major responsibility for teacher education.
Related Measures:	Measure IV.H.1. describes the disposition of postbaccalaureate and graduate applicants by racial/ethnic group; V.C.1. describes the racial/ethnic and gender composition of bachelor degree recipients; and V.D.1. graduate degree recipients at the State University.
Comparison Group:	The size and composition of these enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.
Analysis:	1998 Graduate enrollments at the State University increased by 18 percent over five years ago. Growth occurred among students from all racial-ethnic groups with the largest numerical and proportional increase occurring among Latino graduate students. Graduate students who did not identify their ethnicity also increased substantially. While the numbers of men and women in graduate programs rose, the rate of growth for women was more than twice that of men.

G.2.

Graduate Enrollment by Racial/Ethnic Group at the University of California, Fall 1994 to Fall 1998



Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Men	Women	Ethnicity Unknown
1994	35,563	4,970	1,346	501	2,634	250	19,504	29,205	19,873	15,690	6,358
		17.0%	4.6%	1.7%	9.0%	0.9%	66.8%	82.1%	55.9%	44.1%	17.9%
1998	36,341	5,785	1,079	454	2,469	220	18,379	28,386	19,683	16,658	7,955
		20.4%	3.8%	1.6%	8.7%	0.8%	64.7%	78.1%	54.2%	45.8%	21.9%
Percent Change	2.2%	16.4%	-19.8%	-9.4%	-6.3%	-12.0%	-5.8%	-2.8%	-1.0%	6.2%	25.1%

Definition of Measure: Number of graduate students by racial/ethnic group and gender, excluding postbaccalaureate and medical interns and residents, as reported by the University to the Commission.

Use(s) of Measure: This measure describes changes in the numbers and diversity of graduate students at the University.

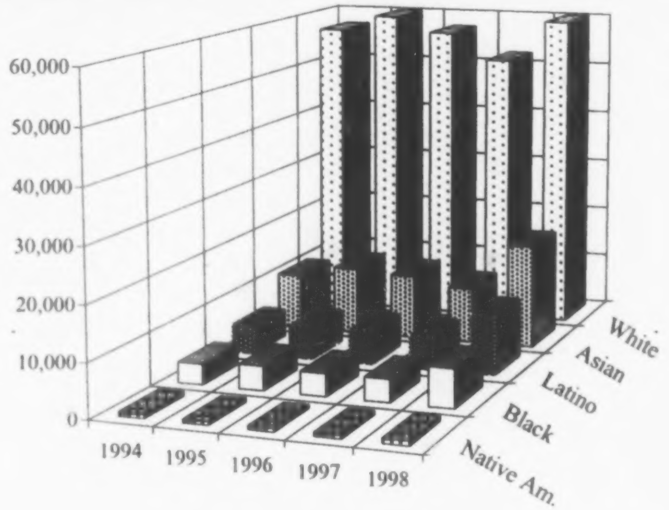
Related Measures: Measure IV.H.2. describes the disposition of graduate applications by racial/ethnic group. Measure V.D.2. and V.E. describe the racial/ethnic and gender composition of degree recipients.

Comparison Group: The size and composition of graduate enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.

Analysis: Graduate enrollments increased only modestly over their level five years ago and increases in the numbers of Asian graduates students accounted for the entire increase. In fact, growth in Asian students and graduate students who did not indicate their ethnicity compensated for rather sharp declines in the numbers of graduate students from all other racial-ethnic groups. Similarly, growth in the number of women graduate students accounted for all of the overall increase.

G.3.

Graduate and Professional Enrollment by Racial/Ethnic Group at California Independent Colleges and Universities, Fall 1994 to Fall 1998



Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Latino	Native American	White	Total, Declared Ethnicity	Men	Women	Ethnicity Unknown
1994	93,158	10,519	3,841	5,668	792	56,983	77,803	46,543	46,615	46,615
		13.5%	4.9%	7.3%	1.0%	73.2%	83.5%	50.0%	50.0%	50.0%
1998	146,705	19,529	7,238	11,352	900	78,403	117,422	72,734	73,971	29,283
		16.6%	6.2%	9.7%	0.8%	66.8%	80.0%	49.6%	50.4%	20.0%
Percent Change	57.5%	85.7%	88.4%	100.3%	13.6%	37.6%	50.9%	56.3%	58.7%	-37.2%

Definition of Measure: Numbers of postbaccalaureate and graduate students by racial/ethnic group and gender as reported by independent colleges and universities.

Use(s) of Measure: This measure describes changes in the numbers and diversity of postbaccalaureate and graduate students.

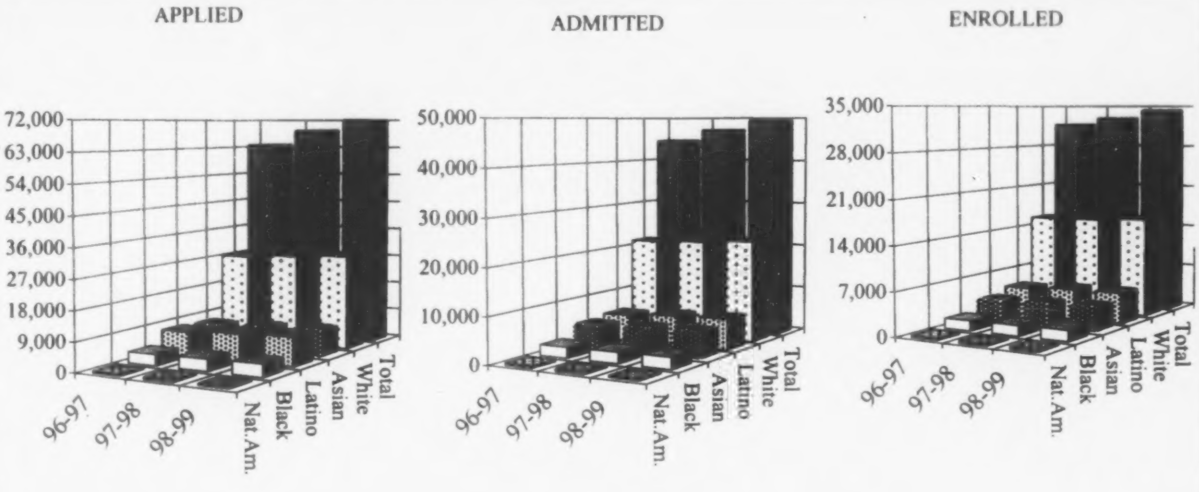
Related Measures: Measures IV.G.1. and 2. provide this information for the public universities.

Comparison Group: The size and composition of these enrollments over time provide the bases for assessing current progress related to educational equity.

Analysis: Total graduate enrollment at reporting independent California colleges and universities increased substantially over the past five years. Inconsistency in the number of reporting institutions confound efforts at trend analysis. However, among reporting institutions, graduate enrollment has been increasing among all racial-ethnic groups, with Latino, Asian and Blacks showing the greatest numerical and percentage increases. Women graduate students now account for more than half of the graduate enrollment in independent colleges and universities.

H.1.

Disposition of New Postbaccalaureate and Graduate Applications for Admission at the California State University, by Racial/Ethnic Group, 1996-97 to 1998-99


APPLIED

ADMITTED

ENROLLED

		Asian		Black		Latino		Native American		White		Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
1996-97	**Applied**	7,416		3,418		7,469		509		27,513		63,405	
	Admitted	5,274	71.1	2,349	68.7	5,748	77.0	396	77.8	21,447	78.0	44,461	70.1
	Enrolled	3,633	68.9	1,620	69.0	4,454	77.5	292	73.7	15,599	72.7	31,552	71.0
1997-98	**Applied**	8,016		3,642		8,380		646		28,490		68,310	
	Admitted	5,628	70.2	2,436	66.9	6,482	77.4	446	69.0	21,905	76.9	47,057	68.9
	Enrolled	3,852	68.4	1,680	69.0	4,877	75.2	299	67.0	15,749	71.9	32,771	69.6
1998-99	**Applied**	8,589		3,875		8,923		551		29,263		71,753	
	Admitted	5,866	68.3	2,565	66.2	6,766	75.8	409	74.2	22,541	77.0	49,209	68.6
	Enrolled	4,066	69.3	1,758	68.5	4,994	73.8	302	73.8	16,184	71.8	34,173	69.4

Definition of Measure: Number of students applying, being admitted, and enrolling in postbaccalaureate and graduate programs as reported by the State University Office of Analytic Studies.

Use(s) of Measure: This measure describes disposition of postbaccalaureate and graduate school applications at the State University over the last three years.

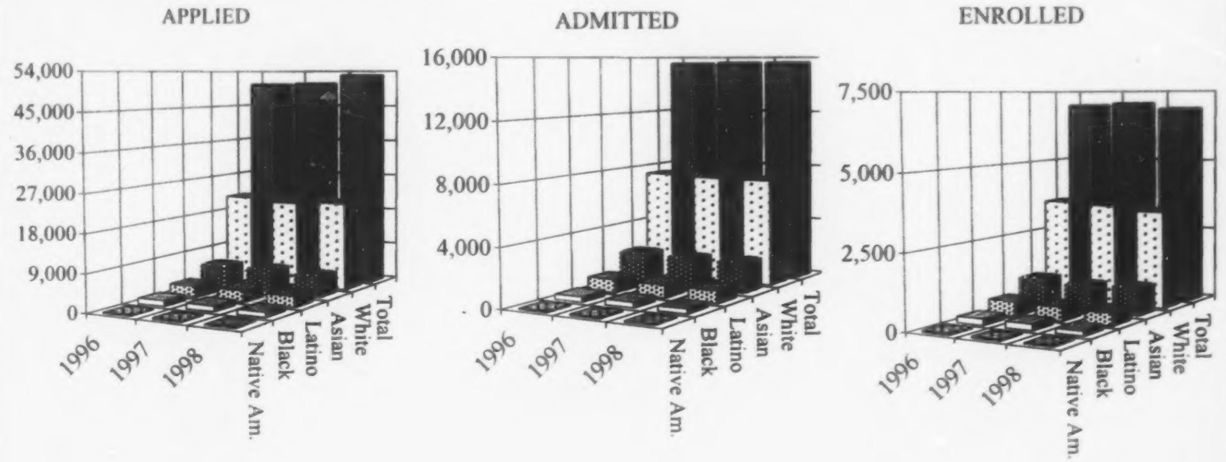
Related Measures: Measure IV.G.1. describes the composition of total postbaccalaureate and graduate enrollments. Measure IV.H.2. shows these data for the University of California.

Comparison Group: The three-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level.

Analysis: The number of 1998-99 applicants for postbaccalaureate and graduate programs at the State University increased by 5 percentover the previous year and 13 percent over three years. The pools of applicants from all racial-ethnic groups except Native Americans grew. The overall acceptance and enrollment rates declined very slightly. Somewhat larger decreases occurred in the acceptance rates of Asian and Latino applicants and the enrollment rate of Latino students in 1998-99 over the previous year. Thus, the larger applicant pool was solely responsible for the larger enrollments at this level.

H.2.

Disposition of Applications for Graduate Admission by Racial/Ethnic Group, at the University of California, 1996, 1997, and 1998



APPLIED

ADMITTED

ENROLLED

		Asian		Black		Latino		Native American		White		Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
1996	**Applied**	5,983		1,336		2,711		267		21,740		50,322	
	Admitted	2,260	37.8	366	27.4	923	34.0	84	31.5	7,514	34.6	15,498	30.8
	Enrolled	1,045	46.2	213	58.2	508	55.0	55	65.5	3,564	47.4	6,967	45.0
1997	**Applied**	5,994		1,353		2,777		279		20,962		50,616	
	Admitted	2,164	36.1	381	28.2	895	32.2	92	33.0	7,431	35.4	15,557	30.7
	Enrolled	950	43.9	218	57.2	464	51.8	54	58.7	3,501	47.1	7,040	45.3
1998	**Applied**	5,553		1,205		2,652		232		21,466		52,756	
	Admitted	2,209	39.8	333	27.6	853	32.2	58	25.0	7,408	34.5	15,575	29.5
	Enrolled	1,005	45.5	164	49.2	432	50.6	31	53.4	3,356	45.3	6,856	44.0

Note: These data have been revised and now exclude only professional degree programs.

Definition of Measure: Numbers of students applying, being admitted, and enrolling as graduate students in Letters & Sciences, Agriculture, and Engineering as provided by the University.

Use(s) of Measure: This measure describes the disposition of primarily academic Ph.D. applications at the University. Applications for all professional degree programs are excluded.

Related Measures: Measure IV.G.2. describes the composition of all graduate enrollments. Measure IV.H.1. presents these data for the State University. V.F. describes graduate degree attainment.

Comparison Group: The three-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level in these disciplines.

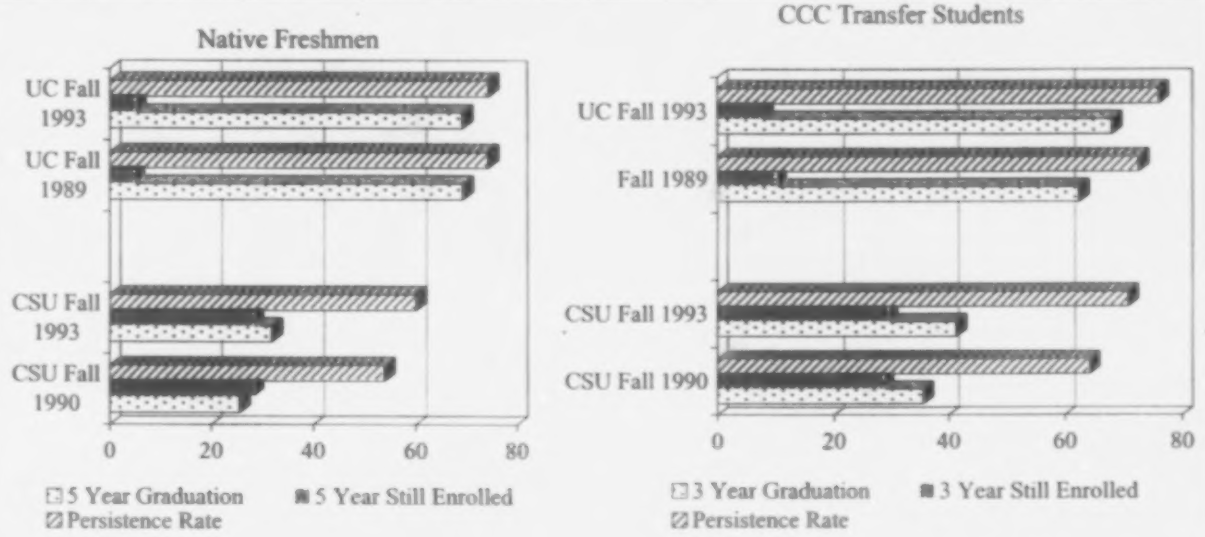
Analysis: The number of 1998 applicants for academic graduate programs grew by 4.2 percent over 1997. Increases in the number of White applicants and applicants of unknown ethnicity accounted for this jump. The acceptance rate dropped 1.2 percentage points and the enrollment rate declined by 1.3 percentage points. Only the acceptance and enrollment rates of Asian students ran counter to this overall trend. The decline in these rates was sufficient to reduce the larger applicant pool to a smaller pool of new graduate students at the University.

Section 5

Student Outcomes

A.1.a.

Five-Year Persistence Rates of Freshmen and Three-Year Rates for Community College Transfer Students Regularly Admitted at California's Public Universities, Fall 1989 or 1990 and Fall 1993

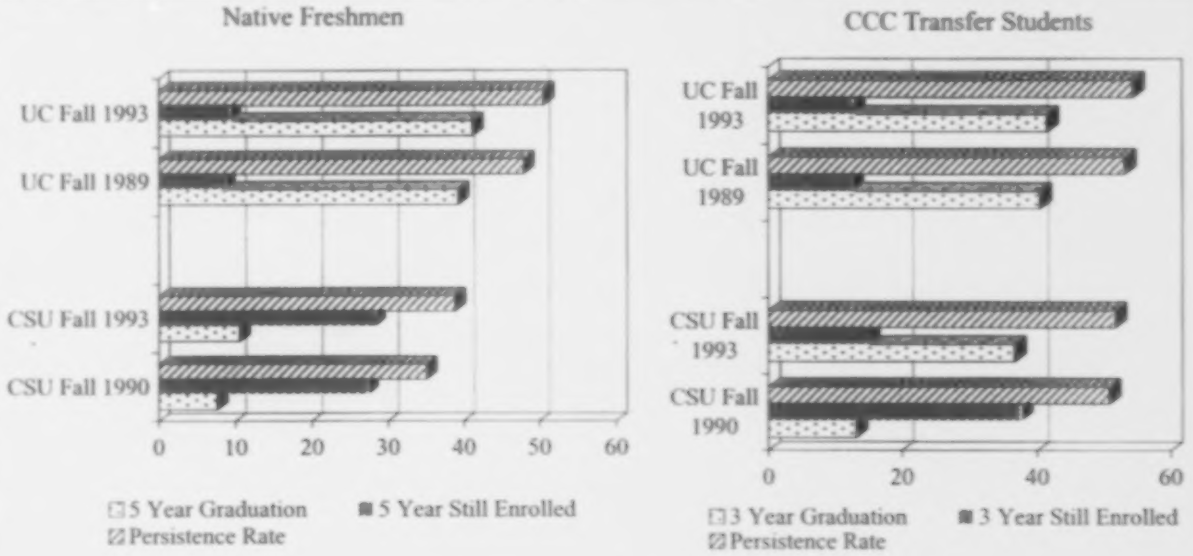


	Fall 1990	Fall 1993	Fall 1989	Fall 1993
Native Freshmen	**California State University**		**University of California**	
5 Year Graduation	25.5	31.8	69.3	69.2
5 Year Persistence	28.3	28.3	5.0	5.2
Graduation & Persistence Rate	53.8	60.0	74.3	74.4
	Fall 1990	**Fall 1993**	**Fall 1989**	**Fall 1993**
Community College Transfers	**California State University**		**University of California**	
3 Year Graduation	35.5	41.3	62.4	68.0
3 Year Persistence	28.7	29.5	10.2	8.0
Graduation & Persistence Rate	64.2	70.8	72.6	76.0

Definition of Measure:	Percentage of regularly admitted freshmen who graduated or continued within five years and community college transfers within three years as reported by the CSU Division of Analytic Studies and the UC Office of Student Academic Services.
Use(s) of Measure:	This measure provides an indicator of the proportion of students who are continuing or completing their baccalaureate studies within the time periods specified.
Related Measures:	V.A.1.b. provides this data for specially admitted students. V.A.2.a. provides data on first year persistence rates for these students. Measures in V.D. provide data about degree completion.
Comparison Group:	Multi-year data show changes across time and student cohorts.
Analysis:	The five-year persistence rate improved at the State University due to an increase in the graduation rate. These rates were relatively unchanged at the University. Growth in the three-year graduation rates of community college transfers at both university systems improved substantially. Persistence rates for transfer students now exceed persistence rates for freshman students at both university systems.

A.1.b.

Five-Year Persistence Rates of Freshmen and Three-Year Rates for Community College Transfer Students "Admitted by Exception" at California's Public Universities, 1989 or 1990 and 1993



	Fall 1990	Fall 1993	Fall 1989	Fall 1993
Native Freshmen	**CSU**	**CSU**	**UC**	**UC**
5 Year Graduation	7.6	10.5	39.2	41.1
5 Year Persistence	27.4	28.3	8.7	9.4
Graduation & Persistence Rate	35.0	38.8	47.9	50.5
	Fall 1990	**Fall 1993**	**Fall 1989**	**Fall 1993**
Community College Transfers	**CSU**	**CSU**	**UC**	**UC**
3 Year Graduation	13.1	36.6	40.4	41.5
3 Year Persistence	37.7	15.1	12.7	12.9
Graduation & Persistence Rate	50.8	51.7	53.1	54.4

Definition of Measure: Percentage of specially admitted freshmen who graduated or continued within five years and specially admitted community college transfers within three years as reported by the CSU Division of Analytic Studies and the UC Office of Student Academic Services.

Use(s) of Measure: This measure provides an indicator of the proportion of these students who continued or completed their baccalaureate studies within the time periods specified.

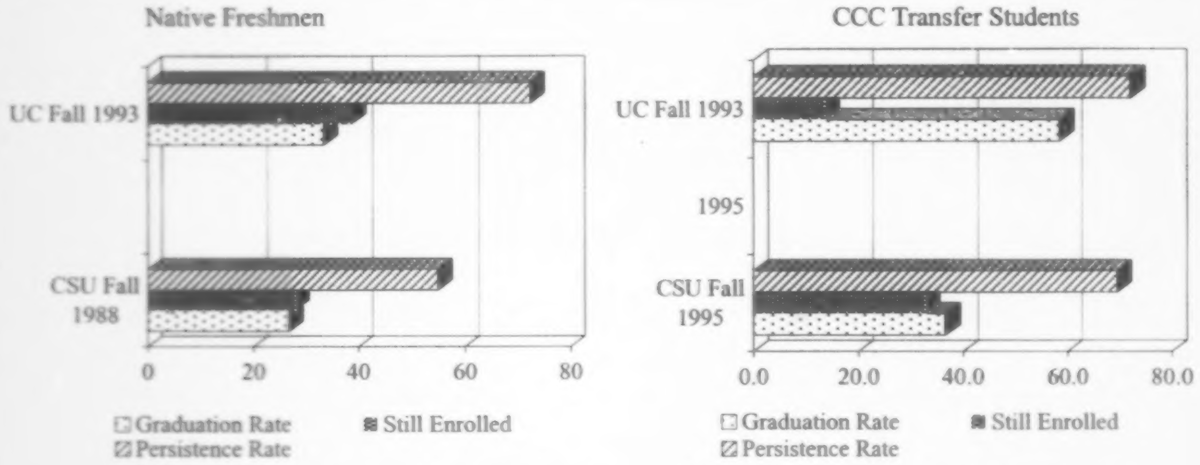
Related Measures: Measure V.A.1.a. provides data on regularly admitted students. Measure V.A.2.b. provides data on first year persistence rates for these students. Measures V.D. provides additional information about degree completion.

Comparison Group: Multi-year data show changes across time and student cohorts.

Analysis: Graduation and persistence rates of "special action" freshmen improved at both university systems. Growth in the three-year graduation rate overwhelmingly contributed to improvement in the overall persistence of "specially admitted" community college transfer students at the State University. More modest improvement was evident among "specially admitted" community college transfers to the University for both transfer and persistence.

A.1.c.

Five-Year Persistence Rates of Freshmen with Disabilities and Three-Year Rates for Community College Transfer Students with Disabilities at California's Public Universities, Various Years



	California State University			University of California	
Native Freshmen	**Fall 1988**	**Fall 1995***		**Fall 1993**	
5-Year Graduation	26.8	0.0	4-Year Graduation	33.4	*More*
5-Year Still Enrolled	28.1	62.9	4-Year Still Enrolled	38.9	
Persistence Rate	54.9	62.9	Persistence Rate	72.3	*Recent*
***Reflects 3-year rate only**					
Community College Transfers	**Fall 1990**	**Fall 1995**		**Fall 1993**	*Data*
3-Year Graduation	30.5	36.6	3-Year Graduation	58.4	*Not*
3-Year Still Enrolled	31.9	32.9	3-Year Still Enrolled	13.7	
Persistence Rate	62.4	69.5	Persistence Rate	72.1	*Available*

Reflects only a 3-yea[illegible]ersistence rate

Definition of Measure: Percentage of freshmen with disabilities who graduated or continued within five years and community college transfer students with disabilities within three years, as reported by the California State University and the University of California

Use(s) of Measure: This measure provides an indicator of the proportion of these students completing their baccalaureate studies within the time periods specified.

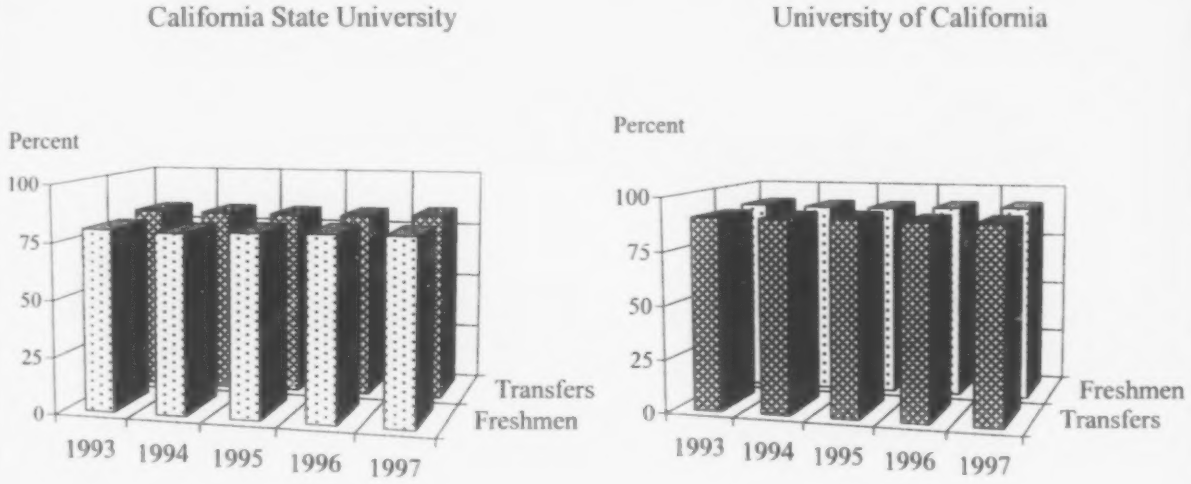
Related Measures: Measure V.A.1.a and 1.b. provide this information for regularly and specially admitted students.

Comparison Group: Currently, the University of California continues to develop these for recent student cohorts.

Analysis: At the California state University, the Fall 1995 data reflects only a 3-year persistence rate for freshmen with disabilities. For community college transfer students with disabilities enrolled at the state University, persistence improved for both graduation and continuing enrollment. The combined graduation and persistence rates in both university systems are very similar to the overall graduation and persistence rates of comparable cohorts of regularly admitted community college transfer students.

A.2.a.

One-Year Persistence Rates for First-time Freshmen and Community College Transfer Students Regularly Admitted, Fall 1993 To Fall 1997

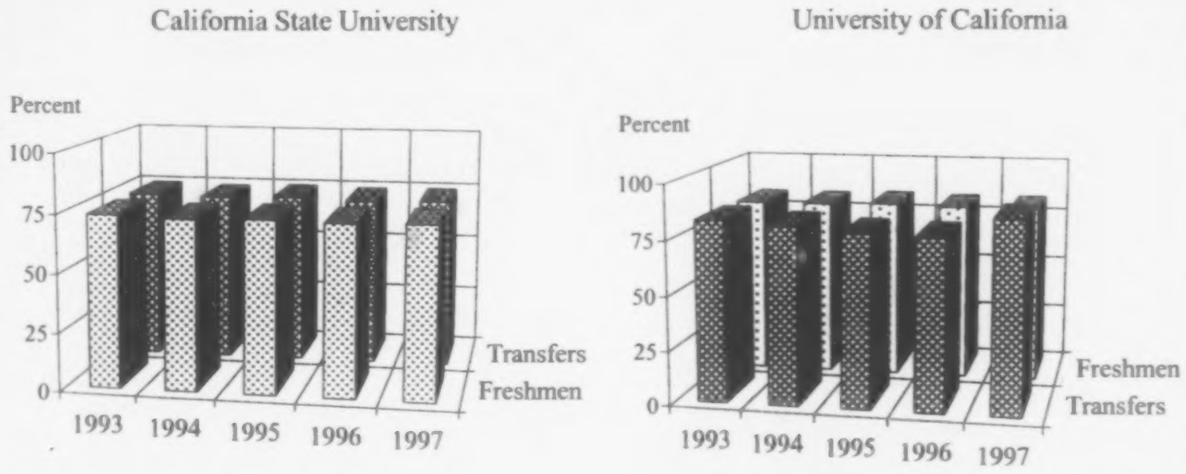


	California State University					University of California				
	1993	1994	1995	1996	1997	1993	1994	1995	1996	1997
First-time Freshmen	80.4	79.6	80.4	80.9	80.9	91.5	91.2	91.2	92.0	92.4
Community College Transfers	82.9	82.6	82.4	82.4	83.3	90.4	90.5	91.2	90.5	90.7

Definition of Measure:	Percentage of regularly admitted first-time freshmen and community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices.
Use(s) of Measure:	This measure describes changes in the first-year persistence of successive cohorts of entering regularly admitted students.
Related Measures:	Measure V.A. present five-year graduation and persistence data for these students.
Comparison Group:	This measure presents persistence data for the most recent five-year period reported by the systems.
Analysis:	First year persistence rates for first-time freshmen were unchanged at the State University and improved slightly at the University. One-year persistence rates for community college transfer students enrolled in both university systems improved over the previous year, although only marginally at the University of California.

A.2.b.

One-Year Persistence Rates for First-time Freshmen and Community College Transfer Students "Admitted by Exception," Fall 1993 To Fall 1997


California State University

University of California

	California State University					University of California				
	1993	1994	1995	1996	1997	1993	1994	1995	1996	1997
First-time Freshmen	71.8	69.7	72.5	71.2	73.4	82.1	82.1	82.9	82.2	82.2
Community College Transfers	73.2	73.9	73.3	73.9	73.7	83.1	81.3	79.2	78.5	87.5

Definition of Measure:	Percentage of specially admitted first-time freshmen and community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices.
Use(s) of Measure:	This measure describes changes in the first-year persistence of successive cohorts of entering specially admitted or admitted by exception students.
Related Measures:	Measures V.A. present five-year graduation and persistence data for these students.
Comparison Group:	This measure presents persistence data for the most recent five-year period reported by the systems.
Analysis:	Among first-time freshmen admitted by exception, first-year persistence improved at the State University and was unchanged at the University when compared with first-time freshmen enrolled in 1996. For community college transfer students, their first-year persistence rate declined slightly at the State University and increased substantially at the University.

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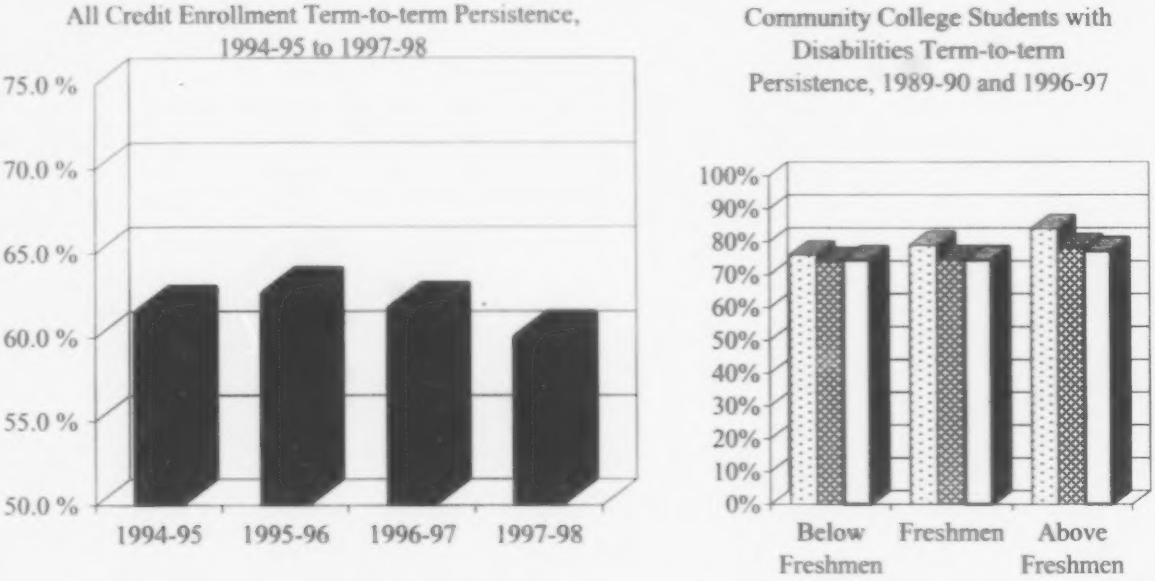
A.2.c

Term-to-Term Persistence Rates of All Community College Students Enrolled for Credit and Community College Students with Disabilities, 1994-95 to 1997-98


All Credit Enrollment Term-to-term Persistence, 1994-95 to 1997-98

Community College Students with Disabilities Term-to-term Persistence, 1989-90 and 1996-97

	Term-to-term Persistence*			
	1994-95	1995-96	1996-97	1997-98
All Credit Enrollment	61.6 %	62.7 %	61.8 %	60.1 %

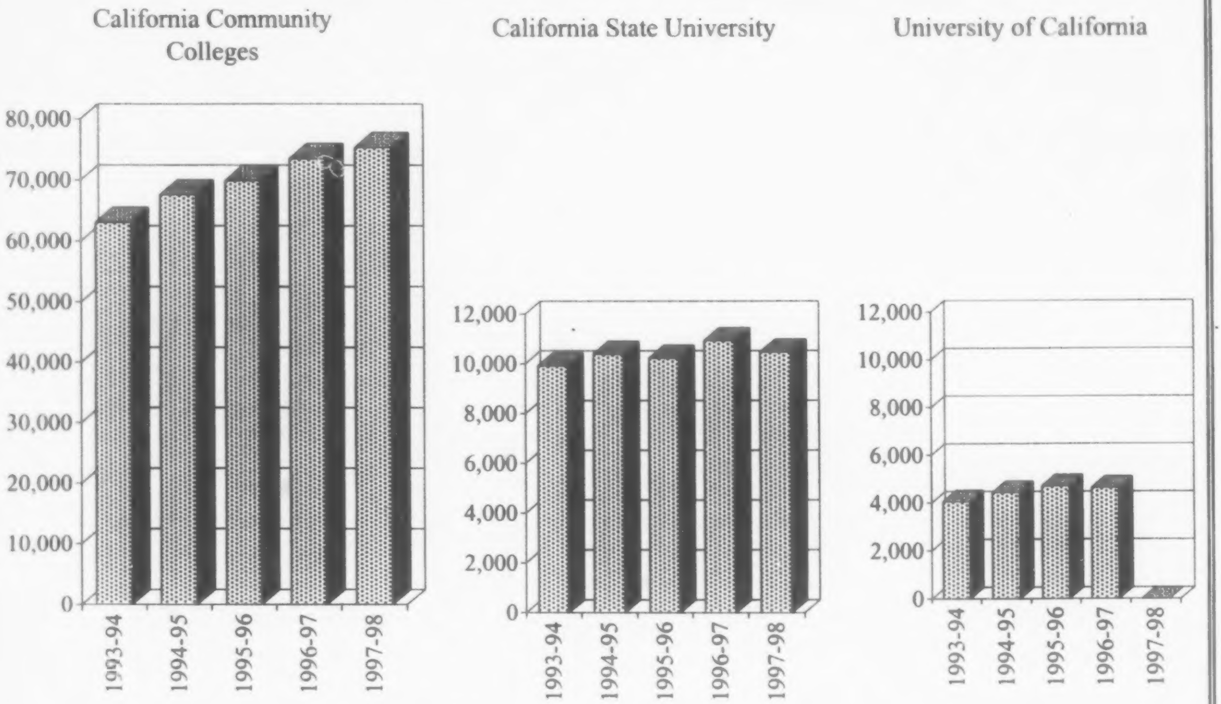
	Term-to-term Persistence*		
	1989-90	1996-97	1997-98
Freshmen	79.0 %	74.7 %	74.4%
Above Freshmen	84.0 %	78.2 %	77.2%
Below Freshmen	76.0 %	74.1 %	74.4%

*As reported under requirements of AB746

Definition of Measure:	Community college data are term-to-term persistence rates computed for all students enrolled for credit and for students with disabilities.
Use(s) of Measure:	This measure provides an indicator of continuity of enrollment of students at community colleges.
Related Measures:	V.A.1. and A.2. show persistence to degree at the State's public universities. This is the only persistence measure currently available for the community colleges.
Comparison Group:	Persistence data for all community college credit students are a necessary context for interpreting persistence data for students with disabilities.
Analysis:	Term-to-term persistence of all community colleges students enrolled for credit decreased by 1.7 percentage points between 1996-97 and 1997-98. In contrast, students with disabilities increased their term-to-term persistence by o.3 percentage point. The persistence rate of 74.4 percent exceeded that of all students enrolled for credit 14.3 percentage points. The difference was even greater for students with disabilities at the sophomore level, whose persistence rate was 77.2 percent.

B.

Number of Students Served by Programs for Students with Disabilities in California Public Postsecondary Education, 1993-94 to 1997-98

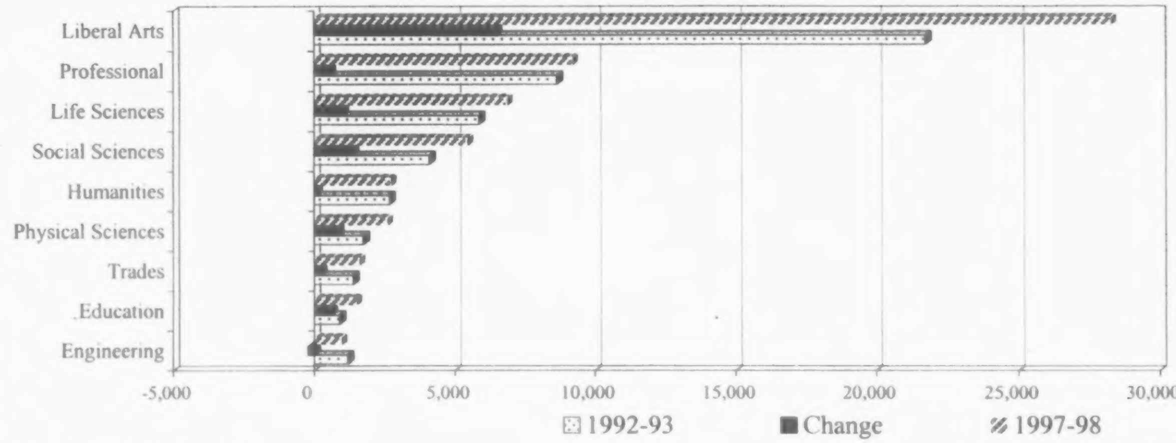


	California Community Colleges		California State University		University of California	
1993-94	63,064		9,916		4,049	
1994-95	67,588	7.2%	10,384	4.7%	4,427	9.3%
1995-96	69,919	10.9%	10,227	-1.5%	4,703	16.2%
1996-97	73,519	8.8%	10,930	6.9%	4,633	-1.5%
1997-98	75,326	7.7%	10,469	-4.2%	NA	#VALUE!

Definition of Measure:	Number and percent change of disabled students served by programs for students with disabilities as reported biennually by the systems to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of students with disabilities who seek assistance and are served by programs for students with disabilities.
Related Measures:	Additional data are needed to establish an appropriate reference measure for this indicator.
Comparison Group:	The data are required to be reported only biennually and only in terms of total numbers served.
Analysis:	In 1997-98, the numbers of students with disabilities served by community colleges increased slightly from the preceding year. Within the State University, the numbers of students with disabilities that were served in 1997-98 increased by 4.2 percent. These data reflect only those students who reported their disability to college personnel and requested service.

C.1.

Associate Degrees Awarded at the California Community Colleges by Discipline, 1992-93 to 1997-98, with Change Between 1992-93 and 1997-98



Associate Degrees by Major Discipline Areas	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	Change from 1993 to 1998	
Education	897	943	1,153	1,087	1,368	1,492	595	66.3 %
Engineering	1,186	1,254	934	929	938	961	-225	-19.0 %
Humanities	2,664	2,658	2,873	2,438	2,712	2,727	63	2.4 %
Life Sciences	5,870	6,435	6,870	6,758	6,886	6,877	1,007	17.2 %
Physical Sciences	1,742	1,852	2,047	2,120	2,318	2,588	846	48.6 %
Professional	8,672	9,265	9,291	9,522	9,348	9,214	542	6.3 %
Social Sciences	4,086	4,377	4,458	4,443	5,180	5,448	1,362	33.3 %
Liberal Arts/Interdisplinary Studie	21,764	24,068	24,692	25,436	27,695	28,256	6,492	29.8 %
Applied Trades	1,380	1,427	1,600	1,635	1,671	1,608	228	16.5 %
Total AA Degrees Awarded	48,261	52,279	53,918	54,368	58,116	59,171	10,910	22.6 %
Annual Change		8.3 %	3.1 %	0.8 %	6.9 %	1.8 %		

Definition of Measure: Number of associate degrees awarded by major discipline by the California Community Colleges, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of associate degrees awarded over the last six years reflecting changes in students' majors.

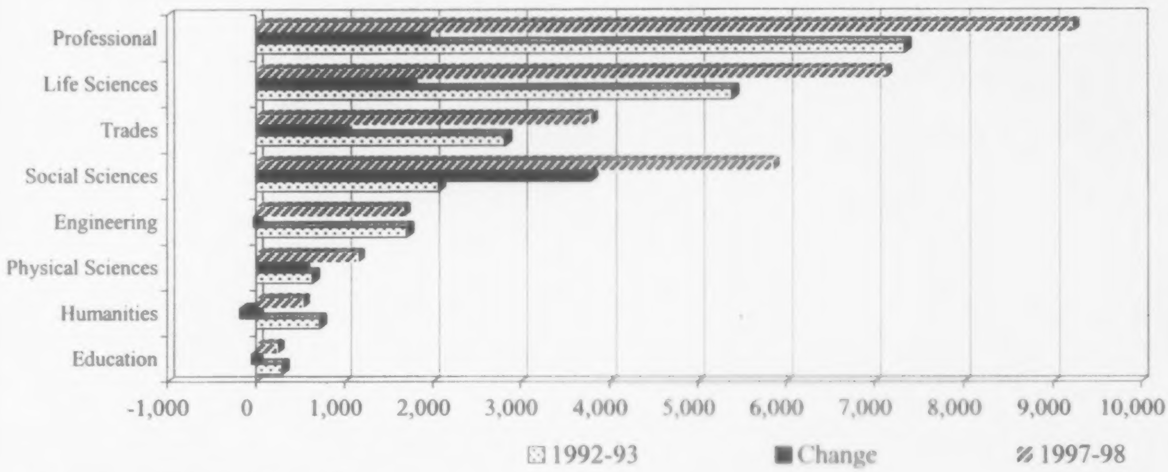
Related Measures: V.C.2. provides information on pre-baccalaureate certificates awarded by the community colleges and V.D., E. and F. provide information about degrees at other levels.

Comparison Group: The six-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: Associate degrees awarded by the community colleges increased by nearly 23 percent over their level six years ago. Only degrees in Engineering-related majors decreased over this period. A small increase in degrees awarded in 1997-98 occurred, with increases in all discipline areas, except the Professional fields and Trades, contributing to this growth.

C.2.

Pre-Baccalaureate Certificates Awarded at the California Community Colleges by Discipline, 1992-93 to 1997-98, with Change Between 1992-93 and 1997-98



Pre-Baccalaureate Certificates by Major Discipline Areas	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	Change from 1993 to 1998	
Education	295	248	177	167	200	246	-49	-16.6 %
Engineering and Related Technolog	1,709	1,922	1,141	1,007	938	1,679	-30	-1.8 %
Humanities	715	788	457	453	498	532	-183	-25.6 %
Life Sciences	5,391	5,665	5,508	5,714	6,324	7,130	1,739	32.3 %
Physical Sciences	636	613	764	836	892	1,157	521	81.9 %
Professional	7,342	8,039	8,139	8,393	9,010	9,232	1,890	25.7 %
Social Sciences	2,069	1,588	2,720	3,003	3,438	5,859	3,790	183.2 %
Liberal Arts/Interdisplinary Studie	132	253	40	61	60	846	714	540.9 %
Trades	2,822	3,127	3,402	3,705	4,030	3,794	972	34.4 %
Total Pre-Baccalaureate Certificates	21,111	22,243	22,348	23,339	25,390	30,475	9,364	44.4 %
Annual Change		5.4 %	0.5 %	4.4 %	8.8 %	20.0 %		

Definition of Measure: Number of pre-baccalaureate certificates awarded by major discipline by the California Community Colleges, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of certificates awarded over the last six years reflecting changes in students' majors.

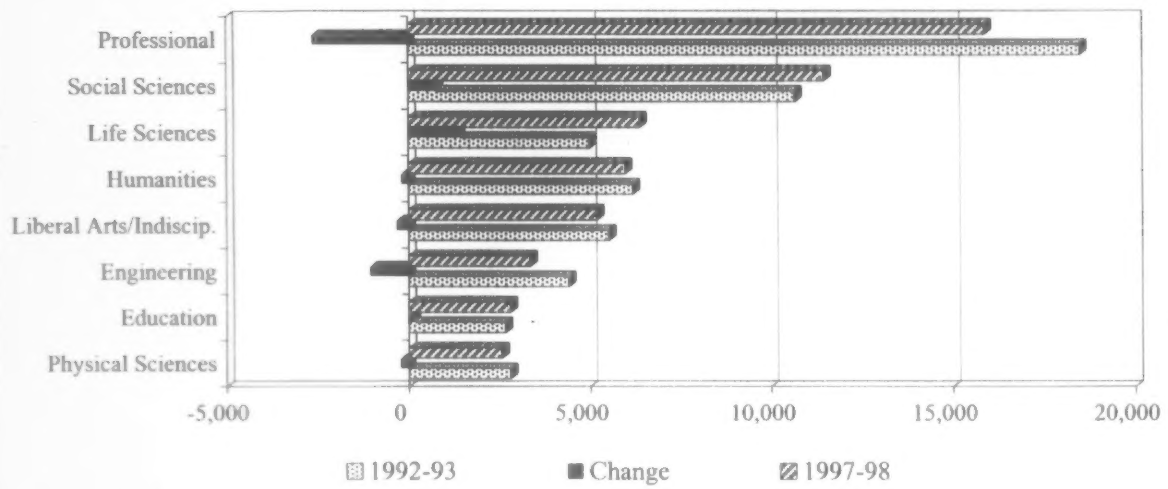
Related Measures: Measure V.C.1. provides information on associate degrees awarded by the California Community Colleges and V.C.1 and C.2. present the same data on baccalaureate degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: The number of pre-baccalaureate certificates awarded in 1997-98 was 44 percent greater than the number reported six years ago, with the number of certificates awarded increasing in all disciplines except Education, Engineering, and Humanities. Compared to the previous year, certificates awarded increased 20 percent, with only Trades showing fewer certificates awarded.

D.1.

Baccalaureate Degrees Awarded at the California State University by Discipline, 1992-93 to 1997-98, with Change Between 1992-93 and 1997-98



Baccalaureate Degrees by Major Discipline Areas	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	Change from 1993 to 1998	
Education	2,644	2,513	2,563	2,722	2,829	2,786	142	5.4 %
Engineering	4,407	4,097	4,003	3,833	3,511	3,335	-1,072	-24.3 %
Humanities	6,174	6,027	5,838	5,814	5,693	5,967	-207	-3.4 %
Life Sciences	4,989	5,332	5,549	5,806	6,102	6,369	1,380	27.7 %
Physical Sciences	2,787	2,648	2,566	2,500	2,445	2,549	-238	-8.5 %
Professional	18,489	18,193	17,056	16,173	15,707	15,861	-2,628	-14.2 %
Social Sciences	10,661	11,181	10,824	10,962	10,919	11,445	784	7.4 %
Liberal Arts/Interdisciplinary Stud	5,514	5,367	5,108	5,009	5,007	5,184	-330	-6.0 %
Baccalaureates Awarded	55,665	55,358	53,507	52,819	52,213	53,496	-2,169	-3.9 %
Annual Change		-0.6 %	-3.3 %	-1.3 %	-1.1 %	2.5 %		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the California State University, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees earned over the last six years reflecting changes in students' majors.

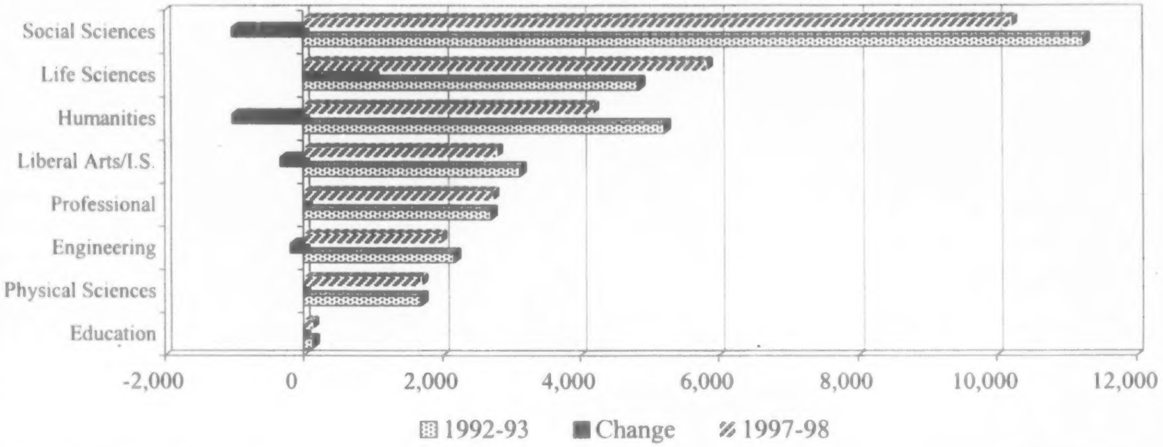
Related Measures: Measure V.D.2. provides this same information for baccalaureates earned at the University of California and V.E.1 and E.2. present the same data on Masters degrees.

Comparison Group: The six-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: While total baccalaureated degrees awarded by the State University were still about 4 percent below their level six years ago, the number awarded in 1997-98 was 2.5 percent larger than last year. The most substantial growth in baccalaureates awarded occurred in the Life Sciences with some growth also occurring in the Social Sciences and Education-related discipline areas over six years ago. All discipline areas except Engineering and Education-related fields contributed to the current year increase in baccalaureates awarded.

D.2.

Baccalaureate Degrees Awarded at the University of California by Discipline , 1992-93 to 1997-98, with Change Between 1992-93 and 1997-98

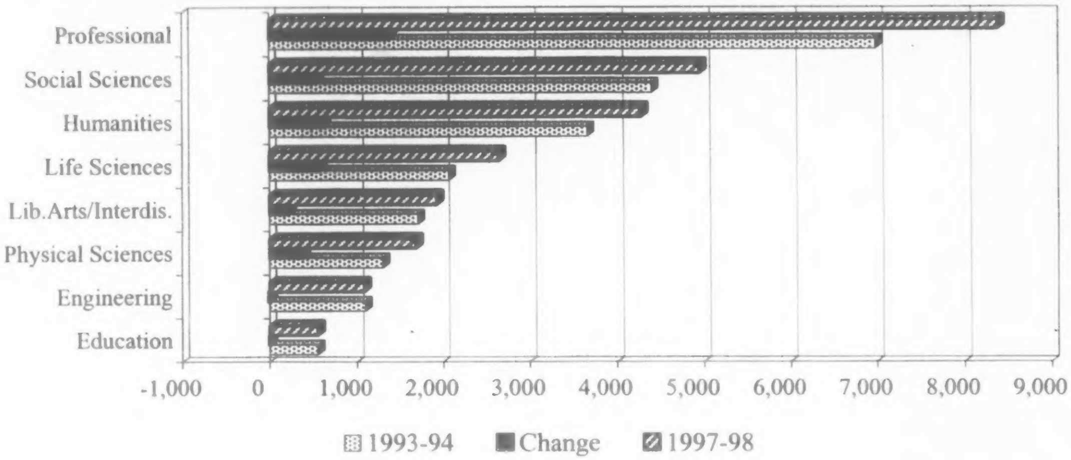


Baccalaureate Degrees by Major Discipline Areas	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	Change from 1993 to 1998	
Education	133	134	152	142	142	139	6	4.5 %
Engineering	2,168	2,078	2,160	2,092	2,135	1,980	-188	-8.7 %
Humanities	5,217	4,955	4,541	4,313	4,168	4,189	-1,028	-19.7 %
Life Sciences	4,841	5,256	5,503	5,770	5,918	5,840	999	20.6 %
Physical Sciences	1,694	1,604	1,568	1,674	1,692	1,707	13	0.8 %
Professional	2,700	2,996	2,325	2,641	2,625	2,736	36	1.3 %
Social Sciences	11,255	10,903	10,323	10,308	10,130	10,226	-1,029	-9.1 %
Liberal Arts/Indiscp. Studi	3,122	2,850	3,128	2,781	2,962	2,791	-331	-10.6 %
Baccalaureates Awarded	31,130	30,776	29,700	29,721	29,772	29,608	-1,522	-4.9 %
Annual Change		-1.1 %	-3.5 %	0.1 %	0.2 %	-0.6 %		

Definition of Measure:	Number of baccalaureate degrees awarded by major discipline by the University of California, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of baccalaureate degrees awarded over the last six years reflecting changes in students' majors.
Related Measures:	Measure V.D.1. provides this same information for baccalaureates earned at the California State University and V.E.1 and E.2. present the same data on Masters degrees.
Comparison Group:	The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.
Analysis:	Compared to six years ago, baccalaureate degrees awarded by the University declined by 0.5 percent. Only degrees in the Life Sciences grew noticably while declines in baccalaureates awarded in the Humanities and Social Sciences were substantial. Compared to last year, small growth in degrees in Humanities, Physical and Social Sciences and Professional fields was more than offset by declines in Engineering and Liberal Arts/Interdisciplinary Studies.

D.3.

Baccalaureate Degrees Awarded at the California Independent Colleges and Universities, by Discipline, 1993-94 to 1997-98, with Change Between 1993-94 and 1997-98

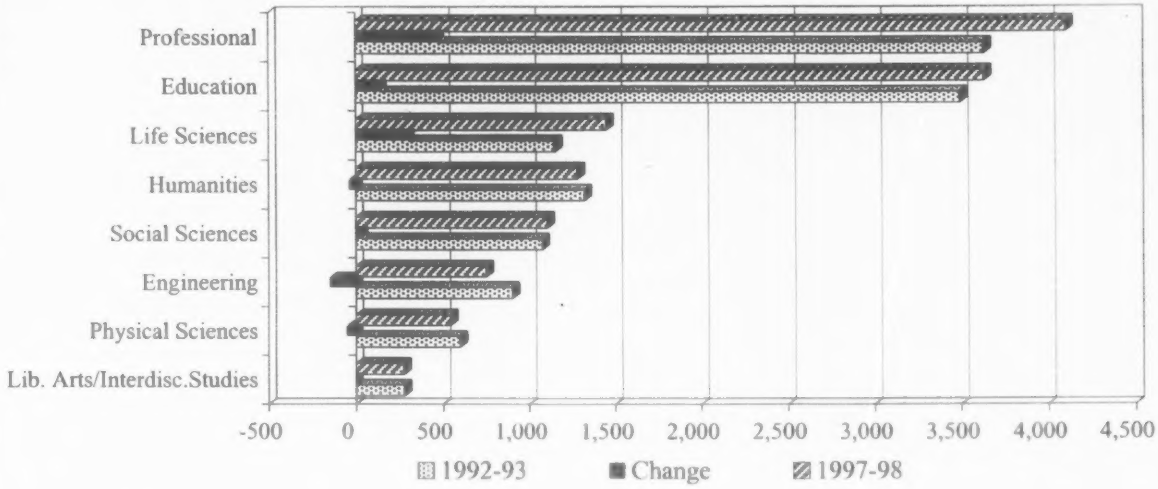


Baccalaureate Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	1997-98	Change from 1994 to 1998	
Professional	6,987	8,258	8,585	8,356	8,380	122	1.4%
Social Sciences	4,405	5,016	5,063	5,084	4,951	-65	-1.3%
Humanities	3,658	3,814	3,338	4,086	4,279	465	13.9%
Life Sciences	2,068	2,261	2,439	2,754	2,642	381	15.6%
iberal Arts/Interdisciplinary	1,706	1,634	1,961	2,127	1,924	290	14.8%
Engineering	1,096	1,194	1,287	1,142	1,081	-113	-8.8%
Physical Sciences	1,299	1,630	1,580	1,707	1,683	53	3.4%
Education	556	647	572	550	551	-96	-16.8%
Applied Trades	**This discipline code is new for 1997-98*				4		
Total Baccaluareate Degrees	**21,775**	**24,454**	**24,825**	**25,806**	**25,495**	1,041	4.2%
Annual Change		12.3%	1.5%	4.0%	-1.2%		

Definition of Measure:	Number of baccalaureate degrees awarded by major discipline by the independent colleges and universities in California, as reported to the Commission.
Use(s) of Measure:	This measure describes the disciplines in which baccalaureate degrees were awarded by independent institutions as an indicator of students career interest.
Related Measures:	Measure V.D.1. and 2. provides this same information for baccalaureates earned at the public universities and V.E. 3 shows the same information for Masters degrees.
Comparison Group:	The four-year trend data provide a view of changes in degrees earned by discipline.
Analysis:	Total baccalaureate degrees awarded by California independent colleges and universities in 1997-98 declined by one percent from the previous year, although total degrees are up from four years earlier. One year declines occurred in all discipline areas except for education. Since 1993-94, total baccalaureate degrees awarded increased in all discipline areas except Education, Engineering, and Social Sciences.

E.1.

Master's Degrees Awarded at the California State University by Discipline, 1992-93 to 1997-98, with Change Between 1992-93 and 1997-98

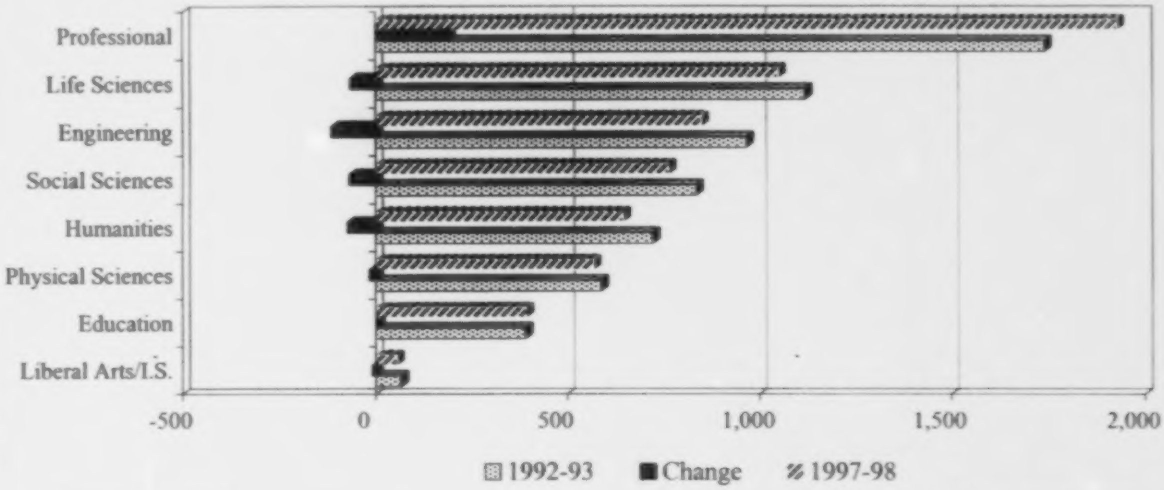


Masters Degrees by Major Discipline Areas	**1992-93**	**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**	**Change from 1993 to 1998**	
Education	3,493	3,601	3,327	3,236	3,308	3,630	137	3.9 %
Engineering and Related Technolog	902	890	765	823	705	749	-153	-17.0 %
Humanities	1,322	1,221	1,158	1,103	1,103	1,282	-40	-3.0 %
Life Sciences	1,152	1,460	1,301	1,349	1,370	1,449	297	25.8 %
Physical Sciences	597	595	534	656	550	541	-56	-9.4 %
Professional	3,630	3,562	3,605	3,437	3,461	4,101	471	13.0 %
Social Sciences	1,077	1,089	1,082	1,185	1,083	1,108	31	2.9 %
Liberal Arts/Interdisciplinary Stud	274	260	308	310	261	273	-1	-0.4 %
Total Masters Degrees Awarded	12,447	12,678	12,080	12,099	11,841	13,133	686	5.5 %
Annual Change		1.9 %	-4.7 %	0.2 %	-2.1 %	10.9 %		

Definition of Measure:	Number of Masters degrees awarded by major discipline by the California State University, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.
Related Measures:	Measure V.E.2. provides this same information for Masters degrees awarded at the University of California and V.D.1 and D.2. present the same data on baccalaureate degrees.
Comparison Group:	The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.
Analysis:	The number of Masters degrees awarded by the State University in 1997-98 exceeded the number awarded six years ago by 5.5 percent and was 11 percent above the number awarded the previous year. Increases in Masters degrees in Life Sciences and Professional fields accounted for most of the growth over the last six years, compensating for declines that occurred in Engineering, Physical Sciences, and to a lesser extent, Humanities. Only Masters in Physical Sciences decreased from last year.

E.2.

Master's Degrees Awarded at the University of California by Discipline, 1992-93 to 1997-98, with Change Between 1992-93 and 1997-98

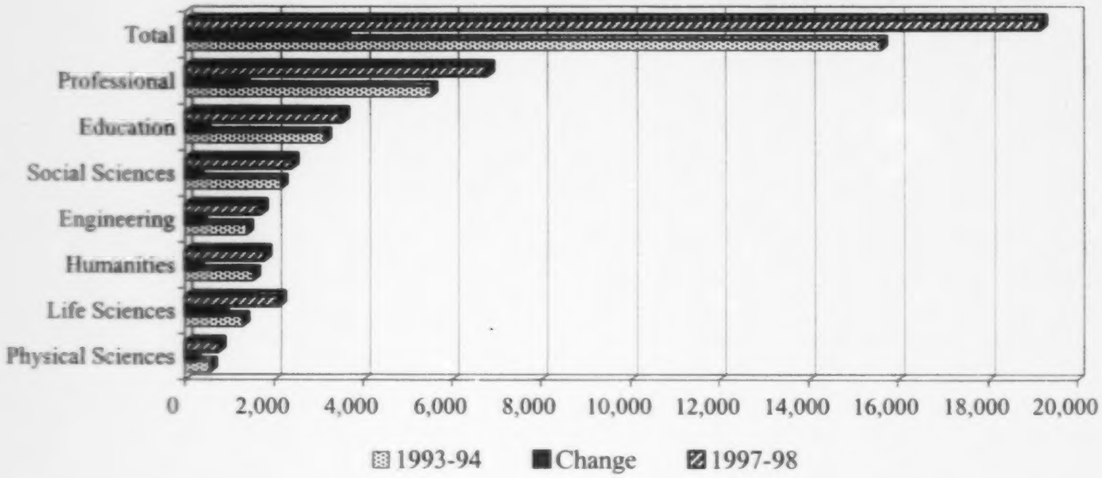


Masters Degrees by Major Discipline Areas	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	Change from 1993	to 1998
Education	390	390	346	466	456	394	4	1.0 %
Engineering	965	1,012	980	952	937	849	-116	-12.0 %
Humanities	720	770	647	661	630	646	-74	-10.3 %
Life Sciences	1,118	1,114	1,124	1,059	1,049	1,051	-67	-6.0 %
Physical Sciences	586	616	553	548	582	569	-17	-2.9 %
Professional	1,739	1,818	1,600	1,600	1,802	1,929	190	10.9 %
Social Sciences	833	906	797	756	753	764	-69	-8.3 %
Liberal Arts/Indiscp. Studi	66	19	62	78	36	56	-10	-15.2 %
Total MA Degrees Awarded	6,417	6,645	6,109	6,120	6,245	6,258	-159	-2.5 %
Annual Change		3.6 %	-8.1 %	0.2 %	2.0 %	0.2 %		

Definition of Measure:	Number of Masters degrees awarded by major discipline by the University of California, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.
Related Measures:	Measure V.E.1. provides this same information for Masters degrees awarded at the California State University and V.D.1 and D.2. present the same data on baccalaureate degrees.
Comparison Group:	The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.
Analysis:	The number of Masters degrees awarded by the University in 1997-98 remained substantially below its 1992-93 level, with declines occurring in all discipline areas except Professional fields and Education. While most disciplines show some growth over 1996-97 levels leading to a small -- 0.2 percent growth -- Engineering Masters degrees awarded decreased by nearly 10 percent.

E.3.

Master's Degrees Awarded at the California Independent Colleges and Universities by Discipline, 1993-94 and 1997-98, with Change Between 1993-94 and 1997-98



Masters Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	1997-98	Change from 1994 to 1998	
Professional	5,518	7,166	7,190	7,100	6,784	1,266	22.9%
Education	3,126	3,435	3,645	3,435	3,513	387	12.4%
Social Sciences	2,143	2,141	2,258	2,359	2,367	224	10.5%
Engineering	1,366	1,767	1,689	1,558	1,680	314	23.0%
Humanities	1,521	1,759	1,521	1,737	1,761	240	15.8%
Life Sciences	1,283	1,728	1,442	1,605	2,086	803	62.6%
Physical Sciences	559	836	804	645	733	174	31.1%
Liberal Arts/Interdiscip.	108	166	200	264	240	132	122.2%
Total Masters Degrees	**15,624**	**18,998**	**18,749**	**18,703**	**19,164**	3,540	22.7%
Annual Change		21.6%	-1.3%	-0.2%	2.5%		

Definition of Measure: Number of Masters degrees awarded by major discipline by independent colleges and universities, as reported to the Commission.

Use(s) of Measure: This measure describes the disciplines in which Masters degrees were awarded by independent institutions as an indicator of students career interest.

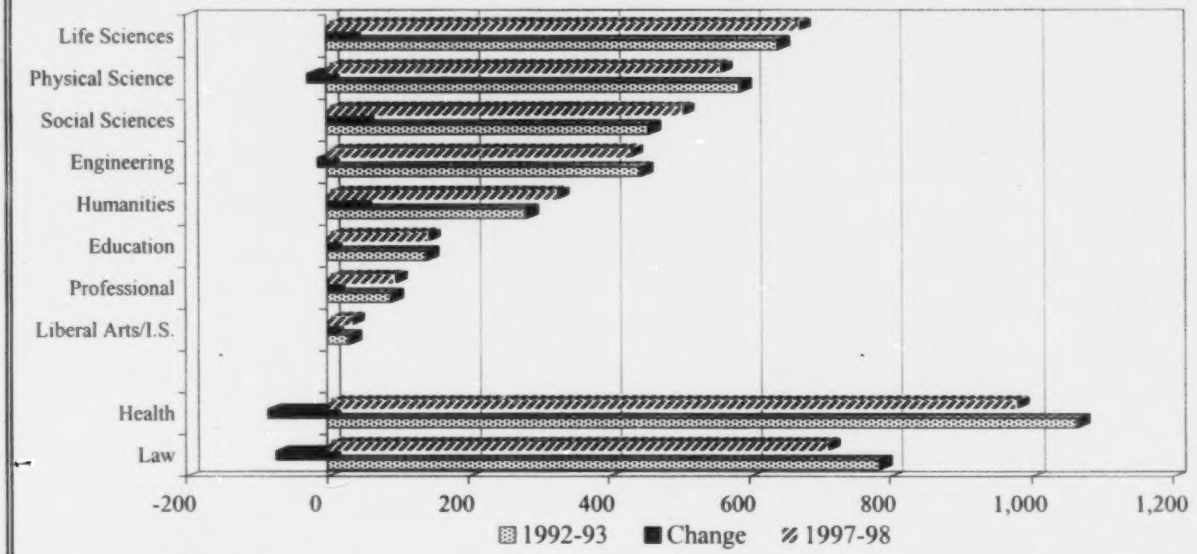
Related Measures: Measure V.E.1. and 2. provides this same information for Masters degrees awarded at the public universities and V.D.3 present the same data on baccalaureate degrees.

Comparison Group: The four-year trend data provide a view of changes in degrees earned by discipline.

Analysis: Total masters degrees awarded by California independent colleges and universities in 1997-98 increased slightly over two percent from the previous year and a substantial 23 percent from four years earlier. Degree awards increased in all discipline areas except Liberal Arts/ Interdisciplinary Studies and Professional studies in 1997-98. Since 1993-94 independent colleges and universities have increased the number of masters degrees awarded in all discipline areas.

F.1.

Doctoral and First Professional Degrees Awarded at the University of California by Discipline, 1992-93 to 1997-98, with Change Between 1992-93 and 1997-98

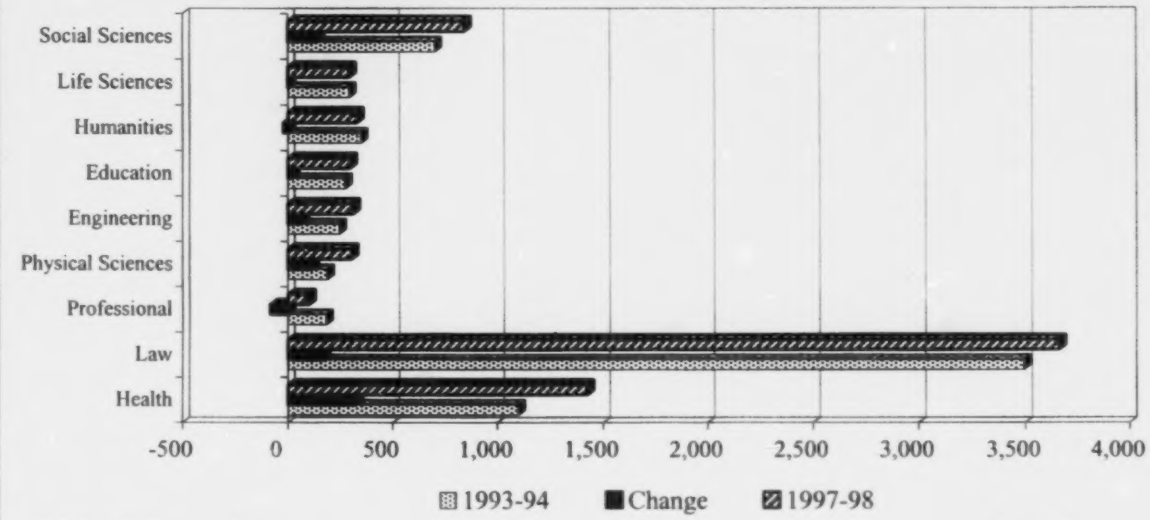


Doctorate Degrees by Major Displine Areas	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	. Change from 1993 to 1998	
Education	141	143	165	155	160	144	3	2.1 %
Engineering	445	455	434	453	424	432	-13	-2.9 %
Humanities	283	324	307	318	316	328	45	15.9 %
Life Sciences	642	691	700	693	687	673	31	4.8 %
Physical Sciences	587	623	578	570	559	560	-27	-4.6 %
Professional	90	85	84	82	88	97	7	7.8 %
Social Sciences	456	456	504	408	521	505	49	10.7 %
Liberal Arts/Indiscp. Studi	31	50	42	45	34	36	5	16.1 %
Total Doctorates Awarded	2,675	2,827	2,814	2,724	2,789	2,775	100	3.7 %
Annual Change		5.7 %	-0.5 %	-3.2 %	2.4 %	-0.5 %		
First Professional Degrees								
Health Professions /	1,063	1,131	1,067	955	1,176	1,019	-44	-4.1 %
Law	785	669	736	757	776	712	-73	-9.3 %

Definition of Measure:	Number of doctorates by major discipline and first professional degrees in health and law awarded by the University of California, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of doctorates and first professional degrees awarded over the last six years reflecting changes in student choice and opportunities.
Related Measures:	Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.
Comparison Group:	This six-year span provides information on different cohorts of doctoral students while the discipline groups show trend data across disciplines.
Analysis:	Despite an overall increase of nearly 4 percent in doctoral degrees awarded by the University over six years ago, doctorates in Engineering and the Physical Sciences declined. Compared to 1996-97, doctoral degrees awarded decreased slightly; declines in doctorates in Education, Life and Social Sciences offset increases in Engineering, Humanities, and Professional fields. First professional degrees in Health and Law declined from 1996-97 and from 1992-93.

F.2.

Doctorate and Professional Degrees Awarded at California Independent Colleges and Universities By Discipline, 1993-94 and 1997-98, with Change Between 1993-94 and 1997-98

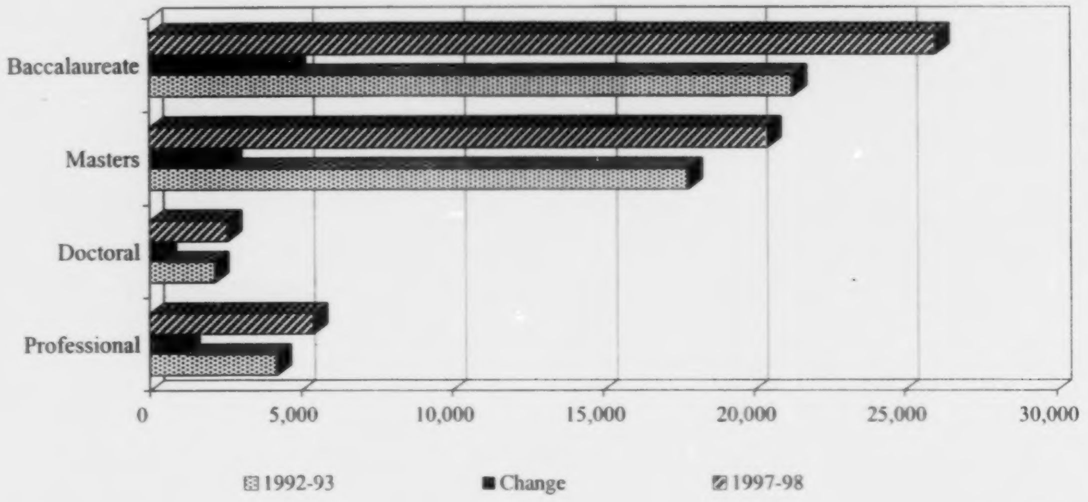


Doctorate Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	1997-98	Change from 1994 to 1998	
Social Sciences	701	708	608	750	841	133	21.9%
Education	274	356	360	355	295	-61	-16.9%
Engineering	245	338	333	337	310	-28	-8.4%
Humanities	349	373	376	341	327	-46	-12.2%
Physical Sciences	189	316	263	283	302	-14	-5.3%
Professional	182	148	186	198	98	-50	-26.9%
Life Sciences	291	200	311	527	290	90	28.9%
Liberal Art/Interdisciplinary	15	10	8	22	6	-4	-50.0%
Total Doctorates Awarded	**2,246**	**2,449**	**2,445**	**2,813**	**2,469**	20	0.8%
Professional Degrees							
Health Professional	1,100	1,365	1,193	1,360	1,423	58	4.9%
Law Professional	3,494	4,044	3,923	4,088	3,660	-384	-9.8%

Definition of Measure:	Number of doctorates by major discipline and first professional degrees awarded by independent colleges and universities, as reported to the Commission.
Use(s) of Measure:	This measure describes the disciplines in which doctorates and first professional degrees were awarded by independent institutions as an indicator of students career interest.
Related Measures:	Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.
Comparison Group:	The two-year trend data provide a preliminary view of students' majors that will be supplemented as consistent data become available.
Analysis:	Total doctoral degrees awarded by California independent colleges and universities in 1997-98 declined by 12 percent from the prior year although they increased modestly from four years earlier. Professional law degrees awarded declined substantially and health degrees increased modestly from the previous year. Declines since 1993-94 occurred in all disciplines except Life Science and Social Science.

G.

Degrees Awarded at the California Independent Colleges and Universities, 1992-93 to 1997-98, with Change Between 1992-93 and 1997-98



Degrees by Level	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	Change from 1993 to 1998	
Baccalaureate	21,308	23,716	24,454	24,825	25,806	26,051	4,743	22.3 %
Masters	17,834	17,944	18,998	18,749	18,703	20,452	2,618	14.7 %
Doctoral	2,133	2,246	2,449	2,445	2,384	2,569	436	20.4 %
Professional*	4,195	4,594	5,409	5,116	5,593	5,405	1,210	28.8 %
Total Degree Awards	45,470	48,500	51,310	51,135	52,486	54,477	9,007	19.8 %

* *Medicine, Law and Theology*

Definition of Measure: Number of degrees awarded by level by 70 California independent colleges and universities, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of degrees awarded over the last six years at these 70 AICCU institutions.

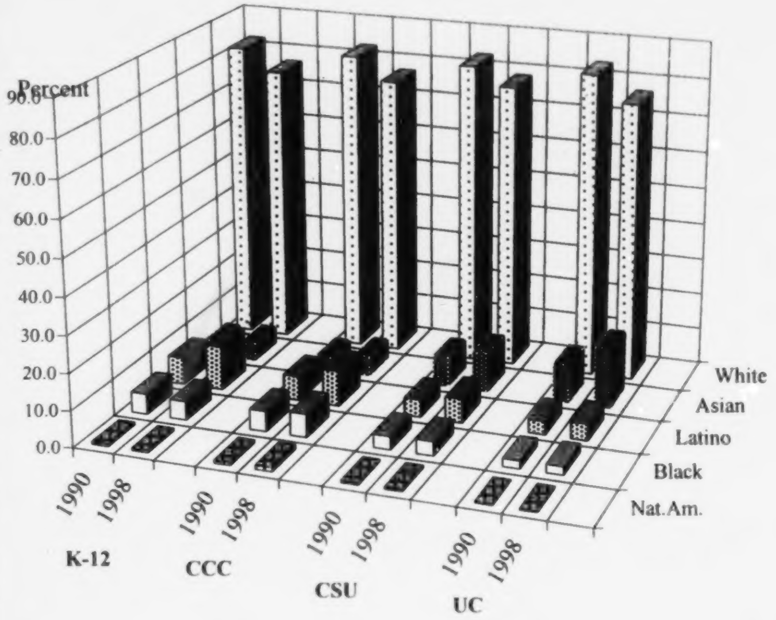
Related Measures: Measure V.D.1 to E.2. provides this same information for public postsecondary education.

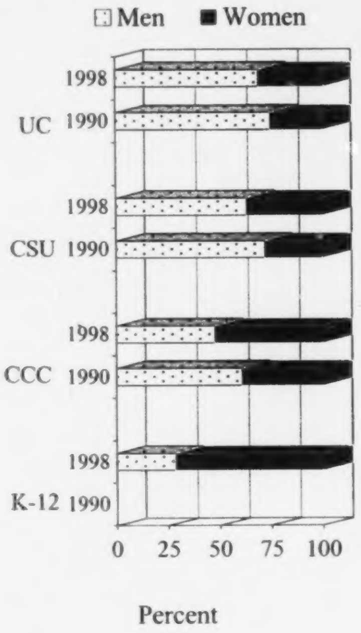
Comparison Group: The six-year span provides information on two relatively different student cohorts.

Analysis: Overall, the total number of degrees awarded by the 70 independent colleges and universities reporting data to the Commission increased 20 percent over the number of degrees reported six years earlier. Increases in degrees awarded have occurred at all levels, with the largest increases occurring at the professional and bachelors degree levels. The four percent increase observed in 1997-98 was the second consecutive year of increases since the marginal decrease observed in 1995-96.

H.

Composition of Full-time Instructional Faculty in California Public Education, 1990 and 1998





	K-12 Public Schools		California Community Colleges		California State University		University of California	
	1990	1998	1990	1998	1990	1998	1990	1998
Men	NA	28.2	60.6	47.5	71.8	63.1	74.8	69.1
Women	NA	71.8	39.4	52.5	28.2	36.9	25.2	30.9
Asian	4.2	5.1	4.1	5.7	8.5	11.1	10.8	16.6
Black	5.6	5.1	5.6	6.4	3.6	3.9	2.1	2.3
Latino	7.5	12.1	6.7	9.7	4.8	6.6	3.7	4.6
Native American	0.7	0.7	0.7	1.1	0.5	0.6	0.3	0.3
White	82.1	76.2	82.5	76.4	82.6	77.8	83.1	76.2

Definition of Measure:	Gender and racial/ethnic composition of full-time instructional faculty at the State's public schools, colleges, and universities as reported by each system.
Use(s) of Measure:	This measure describes changes in the gender and recial/ethnic composition of the faculties of the State's public institutions of education.
Related Measures:	Measure I.B. describes the composition of the State's population and Measures III.A. and IV.B. provide a comparison with the composition of the student populations served.
Comparison Group:	Changes in faculty composition over a five-year period of time shows trends.
Analysis:	Over the last eight years, women expanded their presence among full-time faculty in all public education systems; in K-12, they exceeded 71 percent of all faculty. While faculty from other racial-ethnic groups increased, White faculty members continued to comprise over three-quarters of the faculty in all public systems. Asian and Latino faculty have had the greatest growth.

APPENDIX

APPENDIX: AB 1808 (CHAPTER 741, STATUTES OF 1991)

Assembly Bill No. 1808

Chapter 741

An act to add Chapter 4.5 (commencing with Section 99180) to Part 65 of the Education Code, relating to postsecondary education.

[Approved by Governor October 8, 1991. Filed with Secretary of State October 9, 1991]

LEGISLATIVE COUNSEL'S DIGEST

AB 1808, Hayden. Higher education accountability programs.

Existing law contains various provisions with respect to the accountability of higher education programs.

This bill would require the University of California, the California State University, and the California Community Colleges to each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies and to submit this information to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission prior to March 1, 1992. The imposition of this requirement on community colleges would create a state-mandated local program.

(2) The bill would require the commission to review and comment on the utility of these required reports and to offer recommendations for consolidating or eliminating existing reporting requirements, to submit a higher education report to the Legislature and the Governor on or before November 15, 1994, and annually thereafter, which provides specified information to the citizens of the state on the significant indicators of performance of the public colleges and universities, and to develop and adopt a format for the annual higher education report and the information to be included.

(3) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates which do not exceed $1,000,000 statewide and other procedures for claims whose statewide costs exceed $1,000,000.

This bill would provide that, if the Commission on State Mandates determines that this bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to those statutory procedures and, if the statewide cost does not exceed $1,000,000, shall be made from the State Mandates Claims Fund.

The people of the State of California do enact as follows:

SECTION 1. Chapter 4.5 (Commencing with Section 99180) is added to Part 65 of the Education Code, to read:

CHAPTER 4.5 HIGHER EDUCATION ACCOUNTABILITY PROGRAM

99180. (a) It is the intent of the Legislature that demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money.

(b) It is further the intent of the Legislature that public and private institutions of higher education express expectations of student performance in a manner that is clear to students.

(c) It is further the intent of the Legislature that existing accountability requirements be strengthened through the elimination of unnecessary and redundant reports submitted by the educational institutions to

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various state agencies. The elimination of these unnecessary reports will save money and allow the institutions to focus their efforts on only the most important reporting requirements.

99181. The University of California, the California State University, and the California Community Colleges shall each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies. The purpose of each report shall be identified, as well as the costs associated with production of the report. Prior to March 1, 1992, this information shall be submitted to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission. The California Postsecondary Education Commission shall review and comment on the utility of the required reports identified by the educational institutions, and offer recommendations for consolidating or eliminating existing reporting requirements in order to reduce operating expenses and streamline reporting provisions.

99182. (a) On or before November 15, 1994, and each November 15, thereafter, the California Postsecondary Education Commission shall submit a higher education report to the Legislature and the Governor which provides information to the citizens of the state on the significant indicators of performance of the public colleges and universities. This annual report shall be presented in a readable format. Prior to publication, the commission shall distribute a draft of the report to all public colleges and universities for comment.

(b) The commission, in cooperation with the public colleges and universities, shall develop and adopt a format for the higher education report specified in subdivision (a) and the information to be included. The following types of information shall be considered for inclusion in the report with respect to public universities:

(1) The retention rate of students.
(2) The proportion of lower division instructional courses taught by tenured and tenured-track faculty.
(3) The minimum number of hours per semester required to be spent by faculty in student advisement.
(4) The proportion of graduate and undergraduate students participating in sponsored research programs.
(5) Placement data on graduates.
(6) The proportional changes in the participation and graduation rates of students from groups historically underrepresented in higher education.
(7) The proportion of graduate students who received undergraduate degrees (A) at the institution, (B) within the state, (C) within the United States, and (D) from other nations.
(8) The number of full-time students who have transferred from a California community college.
(9) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.
(10) Results of surveys of students regarding student attitudes and experiences, where the surveys exist.

(c) The following types of information shall be considered for inclusion in the report with respect to public community colleges:

(1) The retention rate of students.
(2) The proportion of remedial or developmental education courses taught by full-time faculty.
(3) The number of hours per student per semester spent by faculty in student advisement.
(4) Placement data on graduates.
(5) The proportional change in the participation and graduation rate of students from groups historically underrepresented in higher education.
(6) The number of students who have transferred into a four-year, postsecondary institution, by ethnicity and gender.
(7) Demonstrable evidence of improvements in student knowledge, capacities and skills between entrance and graduation, where this evidence exists.
(8) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.

SEC. 2. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7, (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars ($1,000,000), reimbursement shall be made from the State Mandates Claims Fund. Notwithstanding Section 17580 of the Government Code, unless otherwise specified in this act, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 16 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Five others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of February 2000, the Commissioners representing the general public are:

Guillermo Rodriguez, Jr., San Francisco; *Chair*
Alan S. Arkatov, Los Angeles; *Vice Chair*
Carol Chandler, Selma
Lance Izumi, San Francisco
Kyo "Paul" Jhin, Malibu
Jeff Marston, San Diego
Andrea L. Rich, Los Angeles
Howard Welinsky, Burbank
Melinda G. Wilson, Torrance

Representatives of the segments are:

Kyhl Smeby, Pasadena; appointed by the Governor to represent the Association of Independent California Colleges and Universities;

Roger Schrimp, Pasadena; appointed by the Board of Governors of the California Community Colleges;

Monica Lozano, Los Angeles; appointed by the California State Board of Education;

Ralph Pesqueira, San Diego; appointed by the Trustees of the California State University; and

Ward Connerly, Sacramento; appointed by the Regents of the University of California.

The two student representatives are:

Jacqueline A. Benjamin, Westminster
Darren Guerra, Rancho Cucamonga

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it discusses and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California.. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of Executive Director Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933; website www.cpec.ca.gov.

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1999

Commission Report 00-2

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Summaries of these reports are available on the Internet at http://www.cpec.ca.gov. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

1998

98-4 *Student Profiles, 1998: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (December 1998)

98-5 *Toward a Greater Understanding of the State's Educational Equity Policies, Programs, and Practices* (December 1998)

98-6 *The Condition of Higher Education in California, 1998* (December 1998)

98-7 *The Commission's Workplan, 1999 and Beyond* (December 1998)

98-8 *Performance Indicators of California Higher Education, 1998: The Fifth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (December 1998)

98-9 *Toward a Unified State System: A Report and Recommendations on the Governance of the California Community Colleges* (December 1998)

1999

99-1 *Recommendations on Strategies to Enhance the Delivery of Health Care to All Californians: The Commission's Response to Senate Concurrent Resolution 23* (April 1999)

99-2 *Opening the Central Valley: A Review of the Board of Regents' Proposal to Build the University of California at Merced* (June 1999)

99-3 *A Bridge to the Future: Higher Education Planning for the Next Century* (September 1999)

99-4 *Fiscal Profiles, 1999: The Ninth in a Series of Factbooks About the Financing of California Higher Education* (October 1999)

99-5 *Student Profiles, 1999: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (December 1999)

2000

00-1 *Providing for Progress: California Higher Education Enrollment Demand and Resources into the 21st Century* (February 2000)

00-2 *Performance Indicators of California Higher Education, 1999: The Sixth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (February 2000)